

Report Minister of Education

Province of Ontario (CANADA)

1926



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REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR



1926

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO





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REPORT

OF THE

Minister of Education

FOR THE YEAR 1926

To His Honour Wm. D. Ross, Esq., Lieutenant-Governor of the Province of Ontario.

Your Honour:

I beg leave to submit the Report of the Department of Education for the year 1926, covering as it does the elementary, secondary and vocational schools, the public libraries, the training schools for teachers of all grades, the Provincial Schools for the Deaf and the Blind pupils, and such special phases of education as receive the supervision of Departmental officers. The outstanding features for the year are the evidences of vitality in every part of the system; the expansion of secondary school education; the increased attendance of pupils in all classes of schools; the ample supply of teachers now in training as well as those fully trained and available for engagement; the success of the correspondence courses and school cars to serve the needs of remote settlements; and the prospect of the first year university work being given at local centres, a reform in process of arrangement, but not yet in force.

Educational Advancement

A review of educational conditions from year to year is apt to lay stress upon the recent, and often minor, results and changes of a brief period rather than upon the general development of the school system. The growth of the Province in population and wealth naturally coincides with progress in the schools. The statistics and other data attached to this report furnish proof of that. But there are also distinctive signs that point to far-reaching effects, and the expansion of secondary education which is now proceeding encourages the hope that Ontario is soon to see a great forward movement, not confined to large cities and towns, but extending everywhere, which shall put advanced training within the reach of every boy and girl. A survey of the situation shows that many sacrifices are being made to establish continuation schools in small centres; to add to the number of high schools; to raise the status of high schools to that of collegiate institutes; to pay salaries that will command the services of the most accomplished teachers; and to provide adequate accommodations and equipment that a few years ago would have been deemed impossible. The efforts of the Department are being seconded, cheerfully and ably, by the localities. In ten years the Continuation Schools have increased from 133 to 207, and of these 153 employ the whole time of two teachers or more. Fifth classes have grown into Continuation Schools, and more than forty high schools

were formerly continuation schools. This is not a movement directed from the centre, but derives its impetus from the people themselves. I have felt strongly, since becoming Minister, that the popular desire is to make this a well-educated Province, and that no effort should be spared to give effect to so honourable an ambition. If the system of administering rural education could be modified, so as to co-ordinate effort, eliminate useless expense, and provide the required facilities for vocational training, suited to local needs, the extension of secondary schools would confer the same benefits upon rural as upon urban areas. Pending the adoption of some such scheme as township boards, the value of extended courses of training is observable chiefly where efficient high schools exist. The high schools have increased in ten years from 112 to 134, the average daily attendance of pupils has risen from 24,825 to 45,554, and there are now 1,739 teachers instead of 1,020. The background of these figures is even more impressive. The new course of study is removing the ill effects of over pressure, the simplifying of the examinations has led to pupils remaining longer at school, and the attendance in the Upper School, or highest form, of the high schools has grown to 4,737 pupils. The number of University graduates upon high school staffs likewise steadily grows. The influences thus at work have affected public schools, too, as seen in the number of those who look forward to the teaching profession and who prepare to take the course for a first class rather than a second class certificate.

University Courses in Certain Centres

It was the contemplation of these tendencies, which have been assuming more definite shape during the past four years, that convinced me of the advantage of encouraging the establishment at favourable centres of the preliminary work of the University comprised in the pass and honour courses of the first year. In the belief that co-operation by the Universities in this policy is of value, I have agreed to such enquiry as is necessary before announcing the date of the proposed change going into effect, and a committee to this end is now giving full consideration to the project in all its bearings. That the step is an inevitable consequence of the local determination to carry education as far forward as is possible, close to the homes of pupils, is clearly recognizable and all who are affected by it should work together. Meanwhile, the comments of Mr. E. G. Savage, one of His Majesty's Inspectors of Secondary Schools, upon the high school work done in Ontario will be read with attention. Mr. Savage exchanged with Mr. I. M. Levan, Senior High School Inspector of Ontario, during 1926, and the reports of both of them on their varying spheres of labour will be found among the appendixes. Mr. Savage, couching his criticisms in a frank and friendly spirit, conveys his favourable impressions of the system as a whole by pointing to the determination of the people to secure secondary education for their children, the burden of work falling upon teachers who often teach subjects in which they are not specialists, the degree of discipline and good manners among the pupils, the sometimes overcrowded classes, and the admirable spirit of equality which reigns in the class-room. In what are termed the imponderable elements that an observer finds in the conduct and constitution of our schools may be surely traced the ability to carry on advanced instruction, given the qualified teacher, the proper size of class, the needed equipment in science and languages, and the pupil's inspiration—a University training ahead of him. These factors assured, the success of Junior University work carried on locally can be made a certainty. Lacking them, it should not be attempted. Mr. Levan's observations upon the English secondary schools,

which on their present basis are of comparatively recent origin, and his examination of the conditions under which the pupils in those schools, entering young, may proceed through the advanced courses to the pass B.A. degree in three years, are equally valuable.

Elementary Schools

There are more than seven thousand elementary schools in the Province and it is satisfactory to record that the attendance has increased. This is true of both rural and urban schools, indicating the popular response to educational needs. Such factors as the growth of population and the extension and more thorough enforcement of the attendance laws must also be taken into account in this connection. But the broad outstanding fact is that probably never in the history of Ontario was the necessity of a good education so generally recognized and the pupils so ready to take advantage of the facilities provided. When we remember that the total annual expenditure upon elementary schools exceeds \$33,000,000, and that of this large sum over \$18,000,000 are required to pay the teachers, the magnitude of the system is evident. The reports of the local inspectors, confirmed by the Departmental officers, who supervise the work, are favourable to the internal conditions of the schools, The quality of the teaching, the satisfaction felt over the revised courses of study, the development of self-discipline by the pupils and their ability to think and act for themselves are healthy signs of solid progress. The co-operation of organizations outside the school, but keenly interested in its welfare, is another encouraging proof that the community, voluntarily, has awakened to the need for stimulating the efforts of school boards and teachers who cannot, alone, perform the great tasks of education. The labours of the Women's Institutes, the Junior Red Cross, the Imperial Order of Daughters of the Empire, the Mothers' Clubs, the Home and School Clubs, the Ontario Safety League, and other societies are of a practical and very helpful kind and their unselfish and enterprising efforts call for the highest praise and gratitude. Visitors who come to Ontario occasionally speak in friendly terms of the schools. It is well to have this encouragement, but it should not be forgotten that there is much to do. Our elementary schools still lack a more effective unit of administration and many of them are too costly where small attendance and the limited scope for full mental and physical activities mean standing still and not going forward. The libraries, especially in rural schools, require overhauling. The careful and constant classification of pupils and more elasticity in promoting them from grade to grade are likewise problems that press for attention. The idea that the school system, having triumphed over many obstacles, moves on by its own momentum is a fallacy which no Minister and Department can afford to countenance. Fresh opportunities present themselves as the relation of life to education broadens. The vitality of the Fifth Classes, and the increase in their number is a concrete illustration of local, usually rural, determination to have advanced courses as near the home of the pupil as possible. The subject has various phases. The qualification of the teacher to carry on the higher studies is not the least of these. It entails, inevitably, modifications and improvements in teacher-training.

Training of Teachers

- A deputation of teachers were informed some months ago that the policy of a two years course of study in the Normal Schools had been decided upon and their verdict was one of emphatic approval. It has been my aim to welcome every step that makes for a highly trained and permanent teaching body

by means of the best training in professional methods, by special courses through Summer Schools, and by adequate superannuation when the energies of the teacher flag. In these directions perfection is not attained at a bound, it demands patient, constant, progressive effort. The willingness of teachers generally to improve their academic and professional standing is honourable to them and no profession exhibits greater eagerness to qualify for more difficult tasks. The two years course involves, at first, no practical change since the age of candidates and the standard of admission remain unaltered. The interim certificates will, as now, be valid for a minimum period of two years and a maximum period of four years. During this period the candidate may return for the second year course and at the close of that year the examinations, if passed, make the certificate permanent. It will be observed that the proposed reform is instituted without disturbance of the existing situation. The present holders of certificates, whether interim or permanent, are not required to take the second year of training. The regulations setting forth the changes are now being issued.

The Supply of Teachers

Any future effect which the two year course might have upon the teacher supply is not of present significance. There continues to be a surplus of teachers for both elementary and secondary schools. This is not without some effect upon salaries which, however, remain high enough to attract a considerable number of candidates to the training schools. The teaching force in the Provincial system is approximately 18,500 which includes the staffs of elementary, secondary, and vocational schools, and the attendance in the training schools during the current school year is over, 2,600, a number more than large enough to fill the annual loss occasioned by death, marriage, and removals to other occupations and to other Provinces. It may be convenient to set forth here the attendance in detail:

Normal Schools			2,064
College of Education (High School Assistants)		,	240
English-French Model Schools			102
Technical Training College, Hamilton			204
Total	, .		2,610

Where there is a surplus of teachers, the difficulty of finding places for all who have taken the courses of training is apparent. In such a situation as exists, therefore, the duty of the Department is to see that the regulation requiring the employment of fully qualified teachers is observed and this has been done. An effort has been made to trace the number of teachers who qualified for certificates in June, 1926, but were unable to find schools, and while the enquiry is necessarily imperfect in some measure, the result seems to show that about 30 per cent. of those who obtained first class certificates, and nearly 37 per cent. of those who obtained second class certificates at the date mentioned were not in the schools during the school year 1926-7. This fully justifies the discontinuance last year of the last of the model schools which for fifty years had a recognized place in the system. The holders of third class certificates are now a steadily diminishing force, their successors being the holders of first or second class certificates whose qualifications warrant the belief that the standard of instruction is higher than was possible under the old state of things,

A Remarkable Incident in England

The raising of the age of pupils, for either whole time or part time compulsory attendance, from 14 to 16, embodied in the Adolescent School Attendance Act of 1919, is one of the notable advances in education taken by Ontario when circumstances prevented other equally progressive English-speaking communities from enacting similar legislation. Ontario has had no reason to regret this step. It has resulted in a marked impetus to secondary education and has proved a salutary remedy in many cases for those pupils who had ceased to attend school without finding an occupation and who, at this critical stage of life, were liable to drift into idleness or to contract habits from which subsequent recovery was difficult. The enforcement of the law in a reasonable spirit has vindicated its practicability. As confirmatory of the wisdom of the Province in adopting the policy, it is interesting to observe the trend of events in England. The report of the consultative committee on the education of the adolescent, appointed by the Board of Education, to consider this and cognate subjects, was made public a few months ago. The committee declared: "The course of wisdom, therefore, it appears to us, would be to pass legislation fixing the age of 15 years as that up to which attendance at school will become obligatory after the lapse of five years from the date of this report,—that is, at the beginning of the school year, 1932." The English conditions rendered this a counsel of perfection and the discussion which took place on this recommendation indicated a difference of opinion, not so much upon the merits of the policy as upon its applicability even five years hence. It foreshadowed larger expenditures at a time when the burden of taxation occasioned by the war was felt to be heavy enough, while it also raised economic and social problems that are especially difficult to solve at this time. So large a proportion of educational expenditure is met from the national exchequer in England that the sum necessary to carry out the reform touched upon the whole question of taxation and became, therefore, a political issue of some magnitude. But the report of the committee is one of the most valuable in recent years, since all the chief issues arising out of the employment of children in industry were carefully enquired into. Some of these issues are peculiar to England and do not concern us in Ontario, but the general principles asserted in the report are of universal application: the benefit to the nation by forming and strengthening individual and national character: the guidance given to the pupils through the opportunities, excitements, and perils of early adolescence; the advantage of children entering industry straight from school when their minds are sharpened, their characters better fortified, and their physical condition more fitted to take up the burden of life. The evidence accumulates that in this respect the Province is pursuing the best pathway to a healthy citizenship.

Vocational Training

Equal in significance to the advances made by other branches of education is the expansion of vocational schools and courses. The desire to add fitness for an occupation in life to the individual's general equipment is shown both by adolescents and by adults. The former are served by the day vocational schools and the latter by the evening classes and special courses which are provided at various centres throughout the Province. It is needless to point out that this extension of vocational instruction does not imply disturbance of the fundamental purposes of education,—training in character, the development of mind and body, the acquisition of a measure of culture,—but is linked up with them.

The reports of the officers in charge of this work will repay careful perusal. They reveal one of the most interesting phases in the evolution of education, recognition by the individual that academic instruction may usefully and in fact should necessarily be practically applied in order to qualify for the duties At this age of material civilization, the beginnings of a vague general culture do not qualify an individual for either happiness or success in his future career and there are few high places in the world that can be filled without some special knowledge and the ability to apply it. The prediction is made, and without doubt on good grounds, that for some years to come the growth of enrolment of pupils for vocational instruction will be rapid. There is now an enrolment of 15,201 full-time pupils in the day vocational schools, and 2,743 part-time pupils. The evening vocational schools are attended by 35,226 pupils and the increase of the facilities is indicated by the fact that in five years the number of teachers employed to give this instruction, in both day and evening schools, has grown from 1,100 to 1,726. The Department does not press for the multiplication of schools, especially in snaller places, but keeps in view, as a governing factor in extension, the demand and the need of each community. A useful indication of the results of vocational training has been kindly furnished by the Principal of the Haileybury Mining School, who has found, by enquiry, that out of sixty of its graduates now at work, "some are holding very responsible positions with mining companies while over half are earning their living as skilled workers, in the field as prospectors or about the mines as millmen or mechanics." The preparation of teachers for technical instruction of all kinds is carried on at the Ontario Training College for Technical Teachers at Hamilton, and the work of the institution, is qualifying for this work a body of instructors who are bound, in due course, to give the Province an enviable reputation for the quality and thoroughness of its school instructtion. In this connection the extension work of the College which conducts at outside points, where needed, courses for teacher-training required in day and evening schools is worthy of note.

The relation of vocational training to rural schools and a provision that studies suited to those intending to remain on the land shall form part of advanced courses in those schools are questions for immediate consideration. The ground work has been laid and practical steps taken by the promotion of agricultural teaching in both elementary and secondary schools. Agriculture being the chief industry of the Dominion, the export trade and the meeting of financial obligations abroad depend largely upon its prosperity, and it was assumed that the Federal grant towards agricultural education would be permanent. Since its withdrawal, however, the work has been carried on in this Province solely by Legislative grants and there has been no diminution of financial support. Substantial progress has been made and there are now 2,402 elementary and 117 secondary schools in which the teaching of agriculture figures and the schools qualify for grants. The application of the courses by means of school gardens, home gardens, and school fairs, shows a widespread desire to make the subject a reality and to create that atmosphere which imparts to the pupils a feeling that their school education is not to fit them for urban life only, but to fit them also for rural occupations. One of the purposes served by a larger administrative unit in rural school areas is to deal effectively with this matter and it is doubtful if the full effects of the present policy of teaching agriculture and extending it by short courses and advanced instruction through specially qualified teachers can be secured in any other way. I am convinced that the country girl and boy ought to have equal facilities with urban pupils for such vocational instruction as a different environment and occupational aims entail.

School Cars for Isolated Pupils

The discussion at home and abroad of the school cars for children who live along the great railway lines in Northern Ontario has roused widespread interest. The plan has worked out well, thanks in no small measure to the helpful assistance of the Canadian Pacific and Canadian National Railway officials as well as to the zeal and efficiency of the teachers. The causes that brought the device of providing schools on wheels for pupils who live in small groups across a great stretch of country were chiefly these: (a) the available pupils at one spot were too few, (b) the migratory nature of a railway population, (c) a permanent school, even for the requisite number of pupils, would be uneconomic. Thus far eighty-eight children have received the instruction they would otherwise have been denied. The keenness of the pupils has been equalled by the delight of the parents. The quickness with which children who had previously received little, or no, elementary instruction is almost incredible. The report of one teacher says: "Pupils who had not a day's schooling last fall have finished both Primers and the First Book. They can add, subtract, multiply and divide freely. They can do all forms of practical problems in time, weight, and linear measures. They can write friendly and business letters and do creditable work in oral and written composition." Many pupils were of non-English parentage, unable to speak English, and they can now speak and write it freely. The foreign-born, both parents and children, trained in an atmosphere inimical to Canadian ideas of citizenship are quickly developing into loyal and lawabiding Canadians. Two boys, living far from the railway line, journeyed forty miles to the car, set up an old tent in mid-winter, thatched it with balsam boughs and lived in it while the car was near. As to cost, it should be noted that the average capital outlay is not in excess of normal expenditures for building and equipment and that maintenance charges are quite within the average. The extension of the operations is under consideration. I wish to acknowledge the efforts of Dr. J. B. McDougall, who is in charge of this service, and the zeal of the teachers, Mr. W. H. McNally, and Mr. F. Sloman.

Correspondence Courses

These courses were begun in March, 1926, and 372 pupils are now receiving instruction by this means. The pupils range in age from 6 to 21 years and are graded from the Primer to the Fourth Book. The total cost, including salaries, postage, and supplies in connection with these courses, from March 1st, 1926 to March 1st, 1927, amounted to an average of about \$15.00 per enrolled pupil, as compared with an average cost of \$56.00 per enrolled pupil for the Public Schools of the Province (1925). The success of the Correspondence Courses, under Mr. Neil McDougall and a staff consisting of Misses M. D. Ford, M. E. Holmes, and L. V. MacBride, has been remarkable, and while the co-operation of the parents is necessary to enable the children to understand their lessons, a high degree of education is not required to do so. The conductors of the courses speak of the splendid results that are being achieved and "the faithful, painstaking, and persevering manner in which the children have done their lessons." The appreciation of the parents is general. The letter of one parent may be quoted: "I am very much thankful for what you are doing to my boy. lesson is very good. I am not much school teacher. I am Danish woman, never went to school in Canada. I am doing the best for my boy. All those lesson do me good myself. I am very thankful."

Auxiliary Class Work

During the past five years there have been four times as many special classes for backward children established in Ontario as in all the other Canadian provinces together. The fundamental characteristic of the Ontario method is that, instead of being publicly stigmatized by an examination with high priced United States group intelligence tests, backward children are placed in an ordinary school class without stigma of any kind, with a special course of study and equipment suited to their needs and with an experienced sympathetic and understanding teacher who has taken a special course of training in the diagnosis and treatment of such children. During the last six months ten thousand copies of a pamphlet on Ontario Auxiliary Classes, published by the Canadian Council on Child Welfare, have been asked for and distributed. At the recent Vancouver meeting of the Dominion Council on Child Welfare, Dr. H. E. Young, Deputy Minister of Health for British Columbia, formerly Minister of Education, and a member of the Royal Commission on Mental Hygiene, stated in an address to the Council that as a result of careful study of the Ontario Auxiliary Class methods, he would recommend that instead of a survey which would probably cost \$100,000, the British Columbia Government conduct a survey similar to the recent confidential survey made by the Ontario Education Department with the assistance of School Inspectors and Teachers.

Other Educational Activities

There are other important phases of educational work, either conducted by or proceeding under the supervision of, the Department, and the year's progress in each case will be found in the reports that follow, such as the report of the Inspector of Public Libraries, who includes some valuable evidence of special efforts to promote reading and to encourage adult education conducted in certain libraries throughout the Province; the report of the Provincial Attendance Officer, who contributes an encouraging outline of the problems that are being solved by the localities in carrying out the requirement that children shall either be at school or at work; the report of the Director of Rural School Organization, who has briefly and impressively set forth the inequalities in school enrolments and the consequent waste of money and effort in maintaining over two thousand schools with less than twenty pupils each; the reports of the Superintendents of the School for the Deaf at Belleville and the School for the Blind at Brantford, of which, from personal visits and from examination of the work being done in both schools, I desire to speak in the highest terms and to compliment the staffs on the remarkable success of their labours. Appended also are the statistics of education in Ontario which illustrate in detail the range and extent of educational effort.

> The whole respectfully submitted, G. HOWARD FERGUSON,

Minister of Education.

APPENDIX A

REPORT OF THE CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS

Inspectoral Changes

Since the submission of my report a year ago the Provincial Inspectoral staff has suffered the loss through death of a number of its members, viz.: Michael O'Brien, William Irwin, B.A., J. H. W. McRoberts, B.A., and R. H. Cowley, M.A.

Inspector O'Brien received his appointment in 1899, and retired in 1916 to become secretary of the Catholic Educational Council of Ontario. He inspected at one time or another Roman Catholic Separate Schools in all parts of the Province and proved himself to be a broad-minded and efficient official. He died January 29th, 1926.

William Irwin, B.A., was born in Turnberry Township, Huron County. He taught Public Schools in Carrick Township, Collingwood, Blenheim, and in the High School at Listowel. He was appointed Inspector of Public Schools for North Perth in 1898, and served in that capacity with great acceptance until his death on April 18th, 1926.

Inspector J. H. W. McRoberts, B.A., was a native of London, Ontario, and obtained his academic standing at the Collegiate Institute, London, and at Queen's University. He was Supervisor of the Port Arthur Public Schools and Principal of the Model School there for many years. In September, 1925, he was appointed Inspector of Schools for Muskoka, and after a brief, but very efficient tenure of office, died suddenly on April 21st, 1926, while inspecting one of his schools.

R. H. Cowley, M.A., was born in Pontiac County, Quebec. After a number of years on the staff of the Provincial Model School and the Collegiate Institute at Ottawa he was appointed Public School Inspector of Carleton County in 1896. Here his work was distinguished by the establishment of Continuation Classes and school gardens in the Public Schools of the county. It was owing to his success in these departments that he was chosen as the first Continuation School Inspector of the Province in 1906. In 1911 he was appointed Chief Inspector of Public and Separate Schools of Ontario. This position he resigned in 1913 to accept the Chief Inspectorship of the Public Schools of the City of Toronto. He was a graduate of Queen's University. He was an outstanding administrative officer, genial and sympathetic in manner, zealous and highly efficient in the discharge of duty.

Mr. A. E. Nelson, B.A., Principal of the Kincardine High School has been appointed to succeed Inspector Irwin of North Perth. Mr. G. S. Johnson, B.A., Principal of the Bracebridge High School has succeeded Inspector McRoberts in Muskoka. Mr. Leo W. Copp, B.A., has become the first Inspector for the newly-formed Inspectoral District No. X, comprising the northern part of Temiskaming and the southern part of Cochrane district. These newly appointed Inspectors assumed their duties at the opening of the school term in September, 1926.

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Inspectoral Changes in Prospect

• In the County of York the County Council has already given consideration to the appointment of a fifth Inspector, and final action will be taken in the matter early in 1927.

In the Cities of Chatham and Sarnia the respective Boards of Education have already given study to the matter of having the full-time services of an Inspector, and this solution of the present unsatisfactory combined city-and-

county arrangement will no doubt be made in the near future.

In each of the Counties of Simcoe, Waterloo, Wentworth and Halton (joint), Huron, Peel, Lincoln and Middlesex East, the Inspectors have too great a number of teachers under their supervision. A re-arrangement of the work in these counties with additional Inspectors appointed would be in the interests of the schools.

The average number of teachers in charge of Separate School Inspectors continues too large and an increase in the Staff of Inspectors will be necessary.

In the City of Toronto it has become difficult for the Inspectors to render efficient service because of the large number of teachers placed under the supervision of each Inspector. Inspection of teaching and close study of school problems cannot be given when the amount of work to be accomplished becomes excessive. And no assignment of additional duties to principals and staffs can offset the need for and the value of the work of the Inspector.

Visits to Inspectors

During the year 1926 the Departmental Inspectors visited 61 Inspectors, and, in nearly all cases, visited with the Inspector typical schools in the Inspectorate. An attempt has been made to increase this type of work in order that closer co-operation may be brought about between the central and the field forces.

Just as the Inspector may bring to the individual teacher and school the result of his own experience and the best gleanings from the observation of his best schools, so also the Departmental Inspector may bring to the local Inspector the interpretation of the courses, regulations and policies of the Department of Education, and also information regarding the successful school practices being carried on in the various parts of the Province.

And while local school problems must necessarily be left for the local Inspector's action without too much departmental interference, yet the local problems become easier of solution locally when frequent discussions of many problems have taken place by Inspectors with one another and with Departmental Inspectors.

Classification and Promotions

The average age at which pupils complete the Public and Separate School Courses, and secure High School Entrance standing is lower in many rural schools than in urban schools. But on the contrary the percentage of the enrolment in rural schools reaching High School Entrance standing is very often considerably lower than in the urban schools. In some urban schools over 8 per cent. of the pupils enrolled are graduated with High School Entrance standing each year. The better rural schools also reach this standard but not in so great a proportion.

Again, in some urban centres much favourable comment is made each year on the fact that 100 per cent. of the Entrance candidates in certain classes or schools have been successful; but a careful study of the classification in some of

these schools shows that the percentage of the enrolment reaching High School Entrance standing is relatively low, and that too great a number of the pupils are found in the middle and lower grades of the school. These facts lead to the conclusion that there is need for frequent surveys of the classification of pupils, not only in schools where it is known that unsatisfactory work is being done, but also in many schools where it is assumed that the work is satisfactory. The Inspector, Principal and Teacher require to use a variety of standards by which to judge the classification and the efficiency of the school in order to ensure that no faulty situation may develop. Single standards invariably lead to faulty conditions because of growing concentration to meet the single standard, and the neglect of other important considerations. The lack of elasticity in making promotions throughout the school year, the over-use of annual promotion examinations, the promoting of pupils on the pure basis of information gained without taking into account also their power and capacity to go forward, the failure to discriminate always between the bright, but poorly prepared pupil and the naturally dull and backward pupil, are all subjects which require closer study.

Supplementary Reading

An examination of school libraries, particularly in rural schools, shows that they have not as a rule been selected with a view to meeting the requirements of all the grades. Few of these books are suitable for children in the lower grades.

Investigation and practice have shown that an elementary school library should have a plentiful supply of juvenile books. It is only by providing a generous supply of this type of literature, both for seat-work and for home reading, that the library can make a real contribution to the work of the school.

As pointed out in the introduction to the List of Supplementary Reading Books prepared by the Department of Education for Elementary Schools "The pupils of the lowest classes should have good stories read to them in school and at home, in order that their curiosity and interest in books should be aroused sufficiently to urge them to read for pleasure. Then their own reading, with proper guidance, will develop a taste for what is good, and they will, without much direction, become very expressive readers. This wider reading will result in inspiring the pupils in composition, both oral and written, and in such other subjects as Literature, History and Geography."

There is no doubt that the disinclination shown by so many people towards reading for information and enjoyment may be traced back to a lack of suitable reading material during childhood's years in the Elementary School, or to the

failure of teachers to take advantage of their opportunities.

The Inspectors of the Province are stressing this matter and are meeting with encouraging support from boards and teachers. Many boards are supplying sets of readers for supplementing the regular readers, as well as individual books for individual use. County councils in some instances are recognizing the importance of this movement by special grants of money; one county, for instance, gives a grant of \$5 per annum per classroom for this purpose.

Rural library grants paid to rural schools for the year 1926 were largely in excess of those paid in 1925, and additions to libraries were greater by 25 per cent. In many Inspectorates a careful attention is being paid to the selecting of books

suitable for the junior classes.

No phase of school work is more important than the cultivation of good reading habits, and the pupils of senior classes in schools where the pupils have read widely and wisely from the earlier grades seldom find great difficulty with such subjects as Composition, History, Literature and Geography.

Courses of Study

The tentative Courses of Study for Public and Separate Schools, issued in 1924, was given further study and revision early in the year 1926, and has now gone forth in more permanent form. General satisfaction is being expressed by teachers and Inspectors with regard to these courses. Such features as (1) the lessening of the content of the heavier subjects; (2) the outlining of minimum and maximum courses in certain optional subjects; (3) the combining of subjects closely related; (4) the further provision for Supplementary Reading, and, (5) the enforced classroom study period, etc., have been welcomed.

Textbooks

The two Public School textbooks issued recently viz.: The Ontario Spelling Book and The Ontario Health Reader, have received very favourable comment and very little criticism. The manuals revised during the past year are proving more helpful to the teachers. It is desirable that a more intensive use of the manuals should be made by all teachers, particularly by those who are inexperienced.

A number of the Inspectors report a very general opinion among their teachers that the present texts in Canadian and British History are not satisfactory. The Minister's announcement that a new textbook will be prepared on the subject of History has received general approval.

The Railway School Car

Schools attendance in the districts, while largely similar to that in the counties as far as urban centres are concerned, is a distinct problem in the rural areas. Physical obstacles obtain everywhere in the form of long distances, lack of roads or next to impassable trails, and natural barriers, such as lakes, forests, rivers, muskegs and barren lands. Yet the average attendance is well maintained and compares not unfavourably with schools in more fully settled areas. But there are individual settlers and small groups so isolated as to admit of no school service by the regular means. For the children of such families special school devices have to be employed. A characteristic grouping is the small colony of a few homes along the right-of-way of the 3,000 miles of railway in Northern Ontario, the section gangs of four to six men, augmented by various types of nomadic settlers, such as hunters, trappers, bushmen, jobbers and small farmers. To care for these The School Railway Car has been devised, equipped for occupation by the teacher with kitchen, living room and schoolroom compartment, and to stop at scheduled points from three to six days to care for the school needs of the settlers' children. The two cars placed in service on trial are proving very successful, and it is hoped that an extension of this means of education may be made to cover the need along the railway lines at other points.

The movement has met with the thorough support and co-operation of the railway management and executive officers, which has contributed much to its success.

Correspondence Courses

The Minister of Education, early in the year, inaugurated Correspondence Courses for the benefit of isolated families, situated so far from any school that children are unable to attend. Under the existing circumstances such courses were considered to be the best means available of bringing to them the educational opportunities to which they are entitled. The courses were begun on March 1st, 1926, and from that date until the end of the year 217 pupils were

enrolled, ranging in age from six to eighteen years—a few being older. These were distributed in the various grades as follows: Primer, 100; First Book, 34; Second Book, 38; Third Book, 35; Fourth Book, 10.

These Courses are conducted by experienced educationalists in the Department of Education. Carefully prepared lesson assignments, based on the Public School Course of Study, are sent out regularly, and along with them are sent answer sheets and envelopes for the return of the answers. The answers are carefully examined, the necessary corrections and explanations made, and then they are returned to the pupils. The Courses are free, and all books and supplies are provided by the Department.

The results so far have been very gratifying. The pupils have been prompt in the return of their answers, and show constant improvement in their work, while the parents have shown a splendid spirit of co-operation. Many letters of appreciation have been received, and it is believed that the Correspondence Courses are destined to prove a great educational blessing to isolated families.

The following are quotations from some of the letters received from parents

whose children are taking the Correspondence Courses:-

"I think these Correspondence Courses are just splendid, and such a boon to folk who have not a school close enough to send children to."

"I thank you for your assistance and kindness in sending the lessons this

winter. They helped my son and daughter very much."

"I am very much pleased with the children's lessons. They seem to be taking a deep interest in them and are getting along nicely."

"I thank you very much for the lessons. I think my son learns just as well,

if not better, than if he attended school."

"The Correspondence Courses are just what is needed. You do not know what great good these courses are to children who cannot attend school. They are more and better than we expected. They surely deserve the praise and appreciation of all concerned."

Summer Courses

The Summer Schools for teachers, conducted by the Department of Education at various centres throughout the Province for five weeks during the summer, were largely attended. The opening of a new centre for Upper and Middle School classes at Ottawa proved very acceptable, as over two hundred were in attendance. The aim of the Department in conducting these courses is to give teachers an opportunity during a part of their summer holidays to improve their academic and professional qualifications.

There were 2,293 teachers in attendance at the various Summer Courses in 1926. This was an increase over previous years. In the course in Art there were 217, in Agriculture, 257; Auxiliary Classes, 57; Oral French, 38; Commercial Subjects, 173; High School Assistant's, 12; Household Science, 55; Kindergarten-Primary, 277; Manual Training, 45; Middle School, 100; Physical Culture, 392;

Vocal Music, 61; Upper School, 507; Vocational, 102.

Interchange of Teachers Within The British Empire

About thirteen years ago the first organized exchange of teachers was effected between Canada and England, but the Great War cut short the promising beginning that had been made. After the war the plan was revived, but it was not until the meeting of the Imperial Education Conference in 1923 that the Scheme for the Interchange of Teachers between the Dominions and the Mother Country was established on a permanent basis. Each part of the Empire is now

prepared to accept into its service on exchange, teachers who possess the standard qualifications required in their own country, and who are certified to be efficient. The salaries of the exchange teachers continue to be paid by the Board under which they are permanently employed, thus each teacher while overseas receives the same salary that he or she would have received at home.

Teachers who have participated in this interchange in past years are very enthusiastic over the benefits to be derived both from the educational and the imperial viewpoint. For the present school year (1926-27) there are thirty Ontario teachers in interchange with teachers from England, Scotland, Australia and New Zealand. This is the largest number of exchange teachers Ontario has had in any one year, and these are well distributed over the Province in Ottawa, Kingston, Toronto, Weston, Mount Dennis, Kitchener, Brantford, London, St. Thomas, Chatham, Windsor, Sault Ste. Marie and Port Arthur.

Supply of Teachers

The supply of teachers holding First and Second Class certificates exceeded the demand in 1926. In view of this fact the Special List of Schools (Circular 142) for 1926 was reduced so as to include only sixty-six schools as compared with 526 schools for the year 1925. Since 1913 this list has been issued each year and schools so listed have been permitted to engage teachers holding Third Class certificates without submitting applications through the local Inspector to the Department of Education for approval. After midsummer 1927 there would seem to be no further need for the Special List, since schools with weak assessment and schools in isolated areas are finding little difficulty in securing fully qualified teachers.

During the year 1926 there were only ninety teachers in the Province who taught for a term or more during the year under Temporary certificates and without previous professional training. And in many of these situations the Boards were forced to secure teachers at short notice and the temporary certificated teacher held appointment for only a short period. In other cases the Temporary certificate was made necessary because the school required a teacher able to speak two languages and the Boards were unable to secure fully qualified teachers with the necessary language qualifications.

A very encouraging situation is found in the northern part of the Province. Here a rapid advancement is being made toward a complete staff of First and Second Class teachers; and it is quite possible that this part of the Province will even eliminate teachers holding lower than Second Class certificates.

With the supply of Second and First Class teachers meeting the demand it would seem well to discontinue the issue of the Limited Third Class certificate at an early date and to give encouragement toward increasing the supply of First Class certificated teachers.

Inspectors' Conferences and School Survey

During March and April, 1926, the Inspectors of the Province met in groups for a three-days' conference in four separate meetings held in London (2), Ottawa and Toronto. The purpose of the conferences was to give the Inspectors first-hand information regarding the diagnosis and treatment of abnormal children, and also to prepare them for the work of undertaking a proposed confidential survey of the Province. There was a full attendance of Inspectors, and at the conclusion of each conference a resolution was passed expressing appreciation of the work done and a desire that future conferences of a similar character might be conducted by the Department.

The end of the year 1926 finds the survey almost completed. Through teachers and Inspectors a very careful study has been made of the retarded pupil; and very shortly the completed report, showing the number of these pupils, should be available. While heretofore only the large urban centres have been making special provisions for the education in special classes of retarded and backward pupils, it will now be possible to give exact information to smaller urban centres and rural localities; and probably in the near future special forms of training may be provided for the pupils.

School Health Supervision

The general recognition of the value of school health supervision is now apparently well established throughout the Province. Full-time School Health Supervision is now carried on in Ontario in some eighty-seven urban municipalities; in eight self-contained suburban school sections; and there are sixteen rural and urban units operating school health service. Six municipalities have established this service in 1926 and in two municipalities a physician has been added to the previously operating programme.

Fifth Classes

Fifth Classes continue to meet the requirements for junior High School education in many rural schools. The number of classes shows a steady increase from year to year. In 1926 the grants to these schools amounted to more than 25 per cent. over the previous year.

The criticism is made in certain quarters that the establishment of these classes in one-teacher schools is detrimental to the general progress of the other classes in the school. This will depend largely upon the teacher. Where the attendance in the Fifth Class is not large, as is usually the case in rural schools, a minimum of class-teaching and maximum of direction will produce satisfactory results. The pupils will thus acquire independent study habits, and the teacher will find more time for work with the junior classes.

In many cases parents do not or cannot, for financial or other reasons, send their children away from home for a Secondary School education. For all such the local Fifth Class meets a real need and should be encouraged.

Inspectors' Reports

Each year the Inspectors' Annual Reports contain many valuable comments and suggestions. The following brief quotations are made from these Annual Reports for the year 1926, and indicate conditions that are more or less general, or newer movements that are going forward successfully:—

1. "Township Boards will be especially advantageous to the districts."

2. "A larger unit of administration in our rural schools must be approved before the best results can be secured. A campaign is required to show that the present system is, in many instances, not only ineffective but wasteful and expensive."

3. "It has been said that there is no royal road to learning; nevertheless the recent Departmental Regulations have removed conditions that were burdensome without having a corresponding educational value, and have so arranged the presentation of certain subjects that unnecessary work is eliminated and the course of studies made easier without being less thorough."

4. "The agricultural representative organized and conducted the school fairs in a very efficient manner, and they are a great stimulus to vocational

activity on the part of the rural population."

5. "There has been a great improvement during the past two or three years in the condition and care of the closets. While there are still forty schools with

outside closets they are well taken care of with one or two exceptions. Eighty-five classrooms have access to inside closets, of which twenty-four have chemical closets and sixty-one have flush closets. All the urban schools and the larger rural schools have inside closets."

6. "My office is in the county buildings, and this is on the market square. I am in the office on Saturdays from 10.00 to 12.00 a.m. As this is market day trustees from all over the county come in to see me and many difficulties are cleared away."

7. "Whereas in 1925 there were thirty-five teachers holding certificates lower than Second Class there are now only six such teachers, and two of these hold permanent Third Class certificates and are therefore duly qualified."

8. "The school with small attendance is still a problem that seeks solution. In there are five schools with fewer than ten pupils, and two more with an enrolment of only eleven each. In the township of there are four schools in operation, and the combined enrolment is forty-six. If these forty-six pupils could be brought together the work could be done, and doubtless better done, by one teacher. In the small school the per capita cost of education is very great. But this is not the only disadvantage of the small school. Healthy rivalry so essential as an incentive to better work is lacking, and so the progress of the pupil is impaired. Organized play is out of the question and so the play instinct, so valuable to the child, cannot be adequately developed."

9. "A visitor to one of our city schools would not need the eye of a professional to detect the marked change in school discipline. He would immediately notice that there is less direction from the teacher and more initiative and responsibility on the part of the pupils. He might find pupils collecting or distributing papers, books, milk bottles or supplies of any kind, at the time required, and without special permission or direction. At the hour for dismissal, he would see one member of the class take charge, with as good a result as if conducted by the teacher. When pupils enter the classroom, instead of 'sitting in position' waiting for the tap of the bell or the word of command for all to take out their books together like one piece of mechanism, it is not uncommon for each member of the class to set to work at once, without orders or loss of time. A pupil having finished one assignment of work might be seen leaving his seat and crossing the room, in order to help himself to some other means of occupation. These are the signs of the beginning of self-government towards which the teachers are guiding their classes."

10. "We are pleased to report that the teachers of the staff, with few exceptions, are rendering service to the Board of an exceptionally high order. Generally speaking, the Inspectors find that teachers with the highest grade of certificate are the most efficient. The Board of Education for some years has shown a preference in making appointments, for teachers holding First Class certificates, and recently by regulation has decided after September, 1928, to appoint only such teachers to the staff. Teachers already on the staff have grasped the value, both financially and pedagogically, of a higher professional qualification, as during 1926 no fewer than fifty-two teachers, through Summer Courses and by private study, have been successful, at University or Departmental Examinations."

11. "Our teachers, as a whole, are faithful and diligent in the performance of their work. I find them interested in the welfare of the children, anxious that the children make real and rapid educational progress, anxious that their moral and physical development keep pace with their intellectual advancement, and that they become useful, happy and contented citizens. It is true that the

pupils do not all reach the status of citizenship our teachers desire, but the failures are few and not chargeable to the public schools. I am not only pleased, but proud to report that the character of the service rendered, the uprightness and honesty, of those engaged in the work is above reproach. The public demands that our teachers be outstanding examples in character, conduct and devotion to our national ideals, and it is seldom that there is disappointment."

12. "I spend a great deal of my time in the schools in teaching, believing

that I can help my teachers more in this way than in any other."

13. "There are a number of settlements in which the settlers are almost exclusively Finnish. These people are poor, but industrious. Their school sections are low in assessment, some not being over \$12,000. They, however, have good schools, engaging well qualified teachers, and paying fairly good salaries. The children are clean, well-behaved and industrious, and are proving themselves in many cases even higher in proficiency than our English-speaking pupils. Quite a number of them are now in either the Continuation and Fifth Classes or in the High School."

14. "I have one school with but two pupils; accommodation could easily be had at the adjacent school. The Board of this small school keeps it open because its operation entails no local sacrifice, the township and government grants exceeding the amount paid as salary to the teacher and other expenditures

being quite negligible."

15. "It may be noted here that the uniform examinations in the Elementary Schools in England were abolished in 1896, thirty years ago. No perfect substitute for the examination has been found, so it is still with us. In most places its bad effects have been reduced to a minimum, by making the tests short and of an informal character. Pupils should be promoted when they have been proven ready. The information as to their readiness for promotion is secured by periodic tests, and partly from their daily record. In no case should promotion depend entirely upon the final examination. A natural time of promotion may be at the end of a term, but many individual pupils should be promoted during the term. The aim is to allow progress according to his natural development, and to minimize the defects inherent in our grade system. Progress from grade to grade is more natural where there are two grades in a room. Further, it is obvious, that the full responsibility should rest on the Principal and his staff in each school."

General Remarks

Each year shows a wider and keener interest in the schools on the part of parents, the people in general and organizations. In rural sections the co-operation of the Women's Institutes has been most valuable. The agricultural representatives, through school fair activities and in other ways, have rendered a very real service. Close co-operation between the agricultural representatives and the Inspectors has become general. The Imperial Order of the Daughters of the Empire, by the presentation of pictures to many schools and in other ways, made valuable contribution. The Junior Red Cross has extended its services during the year, and its practical health and training programme blends well with the regular programme of the schools. The helpful co-operation of the Home and School Clubs, Mothers' Clubs, the Ontario Safety League and other organizations has been greatly appreciated.

V. K. GREER,

Chief Inspector of Public and Separate Schools.

Toronto, January 31st, 1927.

APPENDIX B

REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION

PROGRESS DURING THE YEAR

Day Schools

Judged by the increase in the number of full-time teachers employed, or by the number of pupils enrolled, the day vocational schools of the province have shown a healthy growth during the school year 1925-26. During the past five years the number of teachers employed in vocational work has grown from 191 to 530 and during the same period the number of pupils has grown from 2,600 to 15,201, which represents an increase of 485 per cent. The increase during the year was 3,606 pupils or 31 per cent. more than that of the previous year. This expansion in one year would be sufficient to fill seven schools, each holding 500 pupils. This has resulted in making the total enrolment in vocational day schools approximately 25 per cent. of the pupils enrolled in other secondary schools of the province; and it may be predicted that, for some years to come, the growth in vocational enrolment will be rapid.

The total number of full-time day schools open throughout the year was thirty-two, including two agricultural schools, one at Renfrew and one at Beamsville. In addition, three full-time day schools in navigation and marine engineering were in operation at Kingston, Midland and Collingwood during the months of January, February and March.

The total number of part-time pupils attending day schools increased from 1,739 in the previous year to 2,743 in 1925-26. This represents an increase of 57.7 per cent.

Evening Schools

Evening schools were carried on in fifty-eight places. During a part of the year, five villages, in addition, gave instruction in motor mechanics, by jointly employing an itinerant teacher. Counting these, the total number of evening schools was sixty-three—an increase of twenty-one per cent. The number of pupils enrolled in evening schools shows a slight decrease in each of the last two years, but the number has been in excess of 35,000 in each of these years. There was a decrease at one centre in the province of 1,798 pupils due to a change in the policy of the Board and Committee, which established a higher fee. The higher fee was apparently prohibitive.

A steady enrolment of 35,000 during each of the last three years is a clear indication of a demand for such adult education which is province-wide.

Evening schools are operating at Niagara Falls in the south, and at Timmins and Iroquois Falls, 600 miles away, in the north; at Brockville and Ottawa in the east; and at Windsor and at Fort William, 900 miles away, in the west, with well-developed schools at intermediate points. The varied nature of the evening school programme adapted to meet local needs is shown in the statistical tables in another part of this report.

It is not the intention to describe the nature of the courses offered in the evening schools nor to mention the places where classes are in operation. Improvement is shown everywhere in courses offered and in teaching. A greater

emphasis is being given to the selection of courses of vocational value, and in filling the classes with students who will find most direct benefit from attendance.

The wood-working classes at Owen Sound deal with furniture design and factory accounting. Four foremen and seven journeymen from the wood-working factories of the city are attending the classes. At Barrie, North Bay and Sudbury effective work is done in telegraphy in the evening classes to prepare students for work as station agents on the railway lines. These are cited as instances of good evening school programmes.

Statistical Information

The following tables show the progress of the vocational schools:

	1920-21	1921–22	1922-23	1923-24	1924-25	1925-26
Number of full-time teachers	191	212	286	371	416	530
Number of part-time teachers		. 60	51	88	108	147
Number of full-time pupils on roll	2,600	5,344	6,987	9,184	11,595	15,201
Average attendance of full-time				Ť	•	,
pupils	2,123	4,260	5,518	7,209	9,263	11,689
Number of part-time pupils on roll	907	574	988	1,837	1,739	2,743
Aggregate student-hours of part-				,	,	•
time pupils	40,997	37,776	60,972	177,638	237,378	358,283
Number of special pupils on roll	1,019	1,604	1,427	1,798	1,875	1,705
Aggregate student-hours of special				•	Í	,
pupils	223,570	351,214	243,074	235,082	242,685	173,365
					-	

EVENING VOCATIONAL SCHOOLS

	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26
Number of teachers	909	1,075	1,097	1,193	1,182	1,196
Total number of pupils	27,297	32,545	33,581	36,452	35,764	35,226
Aggregate student-hours	1,119,287	1,176,039	1,298,746	1,413,302	1,503,248	1,477,785

SUMMARY OF EXPENDITURES BY MUNICIPALITIES

1919	1920	1921	1922	1923	1924	1925
Total Expenditu	ures—					
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
659,072.82	1,347,905.04	1,585,086.36	1,871,614.21	3,957,136.88	3,105,235.11	3,365,434.69
	1920	1921	1922	1923	1924	1925
\$ c.	• \$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Legislative Gra						
140,294.14	511,021.04	670,758.56	638,217.28	624,558.06	672,077.86	743,427.37

New Schools

No extensive building programme was undertaken during the year. The new school building erected in Toronto and known as the Eastern High School of Commerce was occupied in September, 1925. Although it provided accommodation for fifteen classes, so large was the initial enrolment that it was necessary to provide provisional accommodation to relieve the congestion of the class rooms. A large addition was planned for and will be available during the school year 1926-27. Proposals have been made by the Advisory Committees of the Board to erect in the west end of the city a large building to be used for instruction in technical and in commercial education. This portion of the city is at present without either type.

The Arthur Voaden Vocational School at St. Thomas was completed during the year and became available for use in September, 1926. Approximately one-half of the total secondary school enrolment of St. Thomas is found in the new school. This is a noteworthy and gratifying beginning and is another evidence that the public are accepting vocational education more readily than was the case a few years ago, when other schools made a start. This statement is not intended to subtract from the devoted service and effective promotion work of Dr. Voaden, the Committee and the Board, prior to the official opening of the new school by the Hon. G. Howard Ferguson, Minister of Education. This opening took place on September 22, 1926.

The additional accommodation in preparation during the preceding year at Niagara Falls, London, Fort William and Weston was occupied during the

·year.

Port Arthur and Belleville have taken definite steps to provide day vocational education. The proposal at Belleville is to build a composite school with academic, commercial, technical and homemaking departments. The site and plans have been approved by the Minister. The proposal at Port Arthur is to put up a building for commercial, technical and homemaking education separate from their present Collegiate Institute. The site and scheme of organization have also been approved.

A new school to provide agriculture and homemaking instruction was completed at Ridgetown and opened in September, 1926, with Mr. Norman Davies, B.A., as Principal. A satisfactory beginning has been made. An account of

the work will appear in next year's report.

Haileybury has under consideration a proposal to extend their mining building, and Timmins has grown to such a size that a mining and a small mechanical department could be established. The question of making further extensions to some of the technical schools recently built is receiving the consideration of Committees and Boards in at least two other places at the present time.

Technical Schools in Smaller Towns

The problem of providing technical education in the smaller cities and towns has been receiving the attention of officers of the Department. The question has been brought to their attention by school boards which are faced with the

problem of enlarging their high school accommodation.

Several such places were visited during the year by officers of the Technical Branch, and the whole question was fully discussed with the Boards concerned. The provisions of the Vocational Education Act were explained. The expenditures involved and the requirements and conditions which are necessary to ensure the establishment of a successful vocational school were gone into. This new field of work in the smaller places will receive the careful consideration of the officers of this Branch.

Experience shows that care needs to be exercised so that local boards may not undertake an ambitious programme that ultimately imposes too great a financial burden upon somewhat limited resources. An undertaking to organize such work may seem possible under given conditions of energetic promotion by certain members of the local board and teaching staff. By a swift change in the personnel of one or two of these promoting bodies, the future success of the scheme may be seriously jeopardized. It has been considered wise, therefore, to make sure that the demand for technical work is soundly based upon the need and demand of the community.

Improvement in Teaching

A significant advance in shop instruction has been noted recently in many technical schools of the Province. This is due, in part, to the fact that the teachers are gaining experience in the professional side of their work, but in greater part the advance is due to the training they received in the art and practice of

teaching at the Ontario Training College for Technical Teachers at Hamilton. The improvement is shown in the general attitude of the teacher towards his work, in his organization of the subject matter into units and sequences, in the adaptation of the course to the level of the pupils' understanding, and in adjustment of the work to the rate of progress of the pupils. Attention is given to class instruction in addition to the individual instruction which is always prominent in shop work. Improvement is therefore noted in time-saving devices, in organization of work, in class management, in procedure and in the mechanics of teaching generally.

Matriculation Courses for Technical Schools

The University of Toronto has established a matriculation course for students in technical schools who are candidates for admission to the first year in the Faculty of Applied Science. It is stated in the Calendar for 1926-27 that one of the options may be arithmetic (special paper on a prescribed course), and certificates in mechanical drawing and shop work from the Principal of the school, accompanied by an approving certificate from the Provincial Director of Technical Education.

A similar option in Home Economics is under consideration for candidates seeking admission to the Department of Household Economics of the University. No approval is given to other matriculation courses in the technical schools.

Education for Occupations

The undoubted purpose of the vocational schools is to prepare young people to enter into employment with sufficient initial training to fit them for success and increase their "earning capacity, efficiency and productive power" as is stated in the Federal Technical Educational Act.

On account of their quite recent establishment, some schools are unable as yet to furnish much concrete evidence that the purpose mentioned above is being attained. Many of the schools are in the process of turning out their first graduates. These are being accepted readily into business and industry, and as beginners are to be depended upon to prove the worth of the type of vocational education they received. In various ways employers acknowledge the value and soundness of the training given in the vocational schools. In Hamilton the apprentices in certain industries are required to attend the Hamilton Technical Institute for part-time instruction. In Windsor the Ford Motor Company accepts in its tool-making department only graduates from the Windsor-Walker-ville Technical School. In Ottawa printing apprentices are in attendance at the Technical School. In Kitchener one firm requires its apprentices to attend the evening classes of the Technical School.

In addition to this evidence of appreciation, there are also numerous individual successes. The most prominent architect in one of the smaller cities of the Province received all his early training at the Central Technical School at Toronto. The schools which have been graduating students for some years are able to supply many similar instances. The type of training given prepares young people to take their places at a lathe or bench in a machine shop, at a switchboard in a power plant, in a repair department of a garage, in an alteration or sales department of a dressmaking shop, in office work with financial companies, and in many fields where vocational training and skill are required.

Some interesting figures have been compiled from information supplied by Mr. W. H. Tuke, Principal of the Mining School at Haileybury, and Mr. James Hill, the mining instructor at that school. At my request they endeavoured to

determine the present occupation of as many of their graduates as possible. The total number of graduates from the Mining School in any one year has been small, but the proportion which entered upon mining work has been large. The information obtained has entailed considerable labour upon the part of Mr. Tuke and Mr. Hill. Its value is undoubted, and the Department's appreciation is hereby expressed.

HAILEYBURY MINING SCHOOL GRADUATES

Occupation after Graduating			
Prospectors	13		
Millmen (mining)	11		
Assayers	7		
Mine Surveyors	7		
Assistant Foremen or Superintendents	8		
Mine Scouts	4		
Mine Managers	2		
Mining Engineers	2		
Mechanics	2		
Field Foreman	1		
Draftsman	1		
Mining Instructor	1		
	1		
Scholarship at University	T		

It is interesting to observe in the list given that, out of a total of 60 at work, some are holding very responsible positions with mining companies, while over half are earning their living as skilled workers, in the field as prospectors, or about the mines as millmen or mechanics.

D. A. CAMPBELL,

Director of Technical Education.

Toronto, February 22nd, 1927.

APPENDIX C

REPORT OF THE INSPECTORS OF CONTINUATION SCHOOLS

During the academic year 1925-6, the Province of Ontario was divided into two districts for the purpose of inspection; the southwestern district being in charge of Inspector G. K. Mills, the northeastern in charge of Inspector J. P. Hoag. Each school in these districts was visited at least once during the school year but many, where special reasons made it advisable, were visited two or three times.

The inspectors are glad to be able to report that the year has been one of steady progress. Teachers and pupils have been interested in their work; trustee boards and ratepayers have made sacrifices to provide more adequate and suitable accommodations and equipment. In a short period of one year it is, of course, unreasonable to expect marked or outstanding advancement in educational matters, but the inspectors believe that in the continuation schools of the Province steady improvement has been made.

Building Operations

During the school year new buildings were begun or completed in the following places: Blackstock, Capreol, Comber, Embro, Fenwick, Ilderton, Laurel, Lefroy, Little Current, Lobo, Richard's Landing, St. George (12). During the same period, additions and improvements were made to the school buildings in the following places: Caledon East, Consecon, Fordwich, Islington, Long Branch, Merlin, Orono, Swansea, Thedford (9). In addition to the above, many minor changes and improvements in buildings elsewhere have been made. It will be seen that the year has been marked by splendid progress in providing suitable school buildings.

One continuation school, Mount Elgin in Oxford County, has erected a fine barn at the rear of the school grounds to provide shelter for horses, carriages and automobiles of the many pupils who drive to the school from the surrounding country. Mount Elgin is the second school in the Province to provide such accommodation, Mount Brydges of Middlesex County having made such provision previously.

New Continuation and High Schools

During the year 1926, the continuation schools at Blenheim, Cochrane, Fairbank, Islington and Winona were superseded by high schools established in the same villages or in the township in which the village is situated. Arrangements have been made, however, for the schools at Islington and Winona to carry on as continuation schools until July 1st, 1927.

During the year, new continuation schools were established at Fitzroy Harbour, Forester's Falls, Hornepayne, Coldstream in Lobo Township (reopened), Sandwich, Severn Bridge, Sioux Lookout, Swansea and Thedford (9).

The facts stated in the two paragraphs above indicate clearly the natural evolution of our secondary schools. First a continuation school is established, usually in a village or rural centre where a Fifth Class has been in operation. Next, the continuation school proves its usefulness by developing to the point

where a high school becomes necessary and is established. More than forty high schools are now in operation in villages or districts which were first served by continuation schools, and probably one-half the existing continuation schools were formerly fifth classes.

The Proposed Township School Board

During the past ten years the increase in the number of continuation schools and in the number of teachers of the staffs has been great. The following table will show at a glance the result:

Number of schools employing— 1916 1926 Four teachers 0 5 Three teachers 3 29 Two teachers 96 119 One-and-a-half teachers 12 24 One teacher 22 30 Total schools 133 207 Total teachers 247 423 Percentage of increase in number of schools 55.5			
Three teachers 3 29 Two teachers 96 119 One-and-a-half teachers 12 24 One teacher 22 30 Total schools 133 207 Total teachers 247 423 Percentage of increase in number of schools 55.5	Number of schools employing—	1916	1926
Two teachers 96 119 One-and-a-half teachers 12 24 One teacher 22 30 Total schools 133 207 Total teachers 247 423 Percentage of increase in number of schools 55.5	Four teachers	0	5
One-and-a-half teachers 12 24 One teacher 22 30 Total schools 133 207 Total teachers 247 423 Percentage of increase in number of schools 55.5	Three teachers	3	29
One-and-a-half teachers 12 24 One teacher 22 30 Total schools 133 207 Total teachers 247 423 Percentage of increase in number of schools 55.5	Two teachers	96	119
One teacher. 22 30 Total schools. 133 207 Total teachers. 247 423 Percentage of increase in number of schools. 55.5		12	24
Total schools			30
Total teachers	One teachers, and a second sec		
Total teachers	Total schools	133	207
Percentage of increase in number of schools			2101
			1.40
	Percentage of increase in number of schools		55.5
" teachers	" teachers		71.2

When it is taken into account that during the same period of ten years more than thirty continuation schools have been changed to high schools, the growth is indeed remarkable and is an indication that rural and small urban districts are anxious to provide opportunities for secondary education for the youth of their communities.

But while great progress has been made in the past, it appears that much less progress can be made in the future unless there is some change in the method of rural school control and organization. Co-operation among rural districts is necessary if secondary school opportunities are to be provided for the rural districts situated at considerable distances from existing high and continuation schools. Co-operation will enable trustees to provide instruction in various vocational and industrial subjects suited to rural communities. As the inspectors have pointed out in previous reports, it is improbable that voluntary co-operation will meet the situation and it is impossible for individual school sections to provide properly trained teachers to carry on the wide courses necessary to meet the tendencies in education of to-day.

The Township School Board will, we believe, provide the machinery necessary to carry secondary school advantages to the more remote rural districts and yet enable the pupils of such districts to live at home under rural conditions, and in a rural atmosphere. In addition, therefore, to the clear and important advantages of the Township Board in affording means for improvement of primary schools in rural communities, it would seem that a very great improvement in secondary and vocational instruction will also be provided through the organization of such boards.

Effects of Recent Amendments to the High and Continuation Schools Act

In the revised High Schools Act, section 33, and the revised Continuation Schools Act, section 7, it is provided that county councils may by by-law provide for the payment of fifty per cent. of the cost of education of resident county pupils, the remaining fifty per cent. being paid by the municipality from which the pupils come and by the trustees of the district maintaining the school. Five counties, Oxford, Brant, Peel, Welland, and York have adopted this scheme.

The inspectors feel it their duty to point out that in continuation schools maintained by single school sections there is a possibility that the continuation school may be carried on at a profit to the school section. This is due to the fact that the teachers of continuation schools in the townships rank as public school teachers when claim is made on the township or townships for a share in the uniform township levy toward payment of salaries. If a large proportion of the students in attendance at a continuation school reside outside the district maintaining the school, the trustees may be able to maintain the school without direct cost to the ratepayers of the district.

Some Notes on School Topics

While they believe that progress has been and is being made in the continuation schools of the Province, the inspectors wish to offer a few suggestions for the benefit of teachers and others interested.

One of the greatest benefits any course of school training can offer the pupil is training in how to use a book. Throughout life every educated citizen must rely to a considerable extent on printed books, the storehouses of information and wisdom of the ages. It is, therefore, important to train pupils in how to use books, reference books, ordinary text books and books on special subjects. Unfortunately, it is often found that pupils enter secondary school without knowing how to use a dictionary for the purpose of finding the pronunciation or meaning of words. Teachers should train pupils in the use of the dictionary and should try to have the pupils form the habit of using it. Occasionally, also, pupils should be given some topic to "look up" in the school encyclopaedia.

Another aid in the use of books should be the incidental teaching of how the text books in use are organized, the purpose of the "Table of Contents," of "The Preface or Introduction," of "The Index," and of chapter headings or sub-divisions. Almost any test book will provide material for such incidental teaching, but the Canadian history may be taken as an illustration. Too often the inspectors find teachers preparing and giving pupils elaborate notes on topics from Canadian history. The reason given is that the information is not all in one place in the book. If the pupils are trained to use the "Index," they will, with far more interest and with much greater benefit to themselves, collect and organize the information required.

Writing is not a subject of instruction in the secondary schools but is taught incidentally. In all schools where teachers accept exercises carelessly written, poor writing is the result. Where teachers refuse to accept illegible or slovenly work, good writing is the result. Pupils of secondary schools do not need further instruction in writing, they do need to be held to firm standards of neatness and legibility in all written work.

French is taught in all the continuation schools of the Province though it is an optional subject. Nearly all pupils of the Lower School classes take French. The greatest difficulty found is in teaching French orally as a living language. The teachers who do best work are those who have taken the Conversational French course provided by the Department of Education. Almost always when a teacher's work in French is bright, interesting and conversational, the inspectors find that the teacher has taken advantage of the opportunity of attending the French conversational course.

The New Inspector of Continuation Schools

It would not be fitting to close this report without referring to the appointment of Major J. P. Cowles, B.A., as Inspector of Continuation Schools. Inspector Cowles has had an extended and successful experience in teaching in the schools of his native Province. He has taught in rural, ungraded schools, in graded schools and in high schools and collegiate institutes.

It is interesting to note that although there are now three inspectors, each inspector has charge of more schools and teachers than had either of the two inspectors in 1916.

G. K. MILLS, J. P. HOAG, Continuation School Inspectors.

Toronto, December 31st, 1926.

APPENDIX D

REPORT OF THE HIGH SCHOOL INSPECTORS

During the academic year 1925-26, as in previous years, the Province was divided into three Inspectoral districts, over each of which a High School Inspector was placed for purposes of supervision and inspection. Under this plan all the High Schools and Collegiate Institutes in the Provincial system have been duly inspected and reported on.

In previous Reports we have been able to state from year to year that the schools were in good condition and were carrying on their work in a thoroughly satisfactory manner. In this Report, we have no reason to depart from this statement. The year has been one of progress—progress in every line of endeavour. The High School system is expanding from year to year. New Schools are coming in: Continuation Schools are growing into High Schools, and High Schools are growing into Collegiate Institutes. The attendance continues to increase, entailing in some cases the erection of new buildings, in others the extension of existing buildings. With the erection of new buildings, sanitary conditions within the schools are improved, special attention being given to improving the lighting, heating, and ventilation. Stability is gradually increasing in the personnel of the staffs, and the proportion of University graduates among the teachers is steadily increasing.

This progress is so gradual that it is difficult to appreciate the improvement that is made in single years. But if we compare the present state of the High Schools with their condition as it was ten years ago, we shall have no difficulty in seeing how substantial and encouraging is the growth of each succeeding year. For the purpose of such a comparison, we submit statistics of the schools for the years 1915-16 and 1925-26.

Number of High Schools Number of Collegiate Institutes Number of pupils enrolled Average daily attendance of pupils Number of teachers	1915–16 112 48 38,426 24,825 1,020	1925–26 134 52 53,512 45,554 1,739
Average annual salary: (a) Principals (b) Assistants (c) All teachers Highest salary paid	\$1,813 \$1,359 \$1,430 \$3,500	\$3,047 \$2,295 \$2,376 \$5,000
Amount expended for: (a) Teachers' salaries	\$1,472,673 \$448,989 \$549,312	\$3,986,032 \$1,464,036 \$2,439,438
Total amount expended on High Schools and Collegiate Institutes	\$2,470,974	\$7,889,506

Much as this table shows of the advance that has been made, it does not show all. During the same period, there has been an unprecedented activity in building operations. New buildings have been erected for nineteen Collegiate Institutes and twenty-six High Schools; and in twenty-one Collegiate Institutes and seventeen High Schools the accommodations have been enlarged and improved. Most of the new buildings provide facilities for carrying on the work of the schools that are distinctly superior to those of former days.

Within the same period, the age of compulsory school attendance has been raised from the age of 14 to 16 years, a legal provision which gives to numerous boys and girls educational opportunities they would not have had under former conditions, and which will ultimately raise materially the level of general

intelligence in this Province.

Within the period under consideration, a new Course of Study has been provided for the High Schools, and new Regulations adopted to remove the evils of overpressure from which both teachers and pupils had been suffering. Despite certain defects, which will be remedied at the next revision, this Course of Study has been productive of great good. Its effects have been far-reaching, and have been felt not only in the High Schools but in the Public Schools as well. It has kept pupils longer at school and by simplifying the examination system has encouraged many who would under the former system quit school, to remain until they have obtained the Matriculation Certificate or the certificate for admission to the Normal Schools. It has also greatly increased the attendance in the Upper School classes. In 1915-16 the enrolment of Upper School pupils was 2,974; in 1925-26 it was 4,737. It has affected the Public Schools by encouraging those who contemplate entering the teaching profession not to rest content with obtaining standing for a Second Class Certificate but to remain at school until they have completed the standing for a First Class Certificate. In 1916 the Department issued 366 First Class certificates; in 1926 it issued 584.

The High School system now consists of 135 High Schools and 56 Collegiate Institutes, a total of 191 Schools. During the year under review, a second Collegiate—the Adam Beck Collegiate Institute— was opened in London to serve the population of the eastern part of the city; and the new High School established by the Township of York at Vaughan Road was brought into

operation.

New High School districts have been established at Cobalt, Cochrane, and in the Townships of Etobicoke, Saltfleet and York.

The High Schools at Cornwall, Oshawa, and Pembroke have been raised to

the rank of Collegiate Institutes.

New buildings have been constructed and are now occupied in London, Pembroke and the Township of York; others are in process of construction, but not yet ready for occupation at Belleville, Clinton, and Cobalt. A new building is being erected at Port Perry to replace the one destroyed by fire last Spring. Extensions to existing buildings have been completed at Perth, Port Colborne, Scarboro and St. Mary's, and are in process of construction at Brampton, Port Hope and Stratford.

The year was marked by a very unusual and notable experiment. In the autumn of 1925 arrangements were made between the Minister of Education for Ontario and the President of the Board of Education for England for an exchange of Secondary School Inspectors for the first half of 1926. Such an exchange, it was thought, would not only be of benefit to both educational systems, but would tend to strengthen the bonds of Empire. Under this arrangement, the Senior High School Inspector, Mr. I. M. Levan, left for England early in January. An account of his work in England is given in an appendix to this Report. Mr. Levan's place in Ontario was taken by Mr. E. G. Savage, a graduate of Cambridge University, and one of His Majesty's Secondary School Inspectors.

When it was known that Mr. Savage was coming to us, an itinerary was arranged for him which would give him an opportunity to visit all parts of the Province and to see all types of High Schools. The following are the schools assigned to him for inspection.

Collegiate Institutes.—Barrie, Chatham, Guelph, Lindsay, Niagara Falls, North Bay, Orillia, Ottawa (Lisgar and Glebe), Sault Ste. Marie, Seaforth, St. Catharines, Toronto (Jarvis and Parkdale), Vankleek Hill.

High Schools.—Alexandria, Beamsville, Burlington, Caledonia, Cayuga, Chesley, Glencoe, Haileybury, Hanover, Hawkesbury, Kingsville, Leamington, Mitchell, New Liskeard, Niagara Falls South, Omemee, Parry Sound, Plant-

agenet, Sudbury, Thessalon, Timmins.

Mr. Savage visited all these schools, and in them all he received a very hearty welcome. His sunny disposition, his strong personality, his ripe scholarship, and his keen power of observation left a deep impression on all those with whom he came in contact; and his criticisms and suggestions were of a constructive nature and were helpful to the teachers. When he returned to England in June, after the completion of his task in Ontario, there was a general opinion that the experiment had been a complete success, and a wish that it might at some time be repeated. An account of Mr. Savage's observations on the Ontario High Schools will be found in an appendix to this Report.

It seems but fitting that this Report should occilude with a brief reference to the new colleague who joined us last August. Mr. Husband has had a long and successful career as Principal of the Collegiate Institute at Brockville. He brings to his new duties a sympathetic understanding of the class-room problems of the teacher and an appreciation of the difficulties that beset the Principal in organization and administration. To his colleagues he brings valued assistance

at a time of great need.

R. W. Anglin,
I. M. Levan,
G. F. Rogers,

High School Inspectors.

Toronto, January 1st, 1927.

REPORT OF A VISIT TO ENGLAND AS EXCHANGE INSPECTOR

In the autumn of 1925 an arrangement for an interchange of High School Inspectors was concluded between the Minister of Education for Ontario and the President of the Board of Education for England. As I happened at this time to be the Senior High School Inspector, the opportunity to represent Ontario in this exchange was offered to me and gladly accepted.

I reached London early in January, 1926, and reported at Whitehall to the Board of Education. Here I was received by the President of the Board, who welcomed me warmly to the service of the Board, and placed me under the direction of the Chief Inspector of Secondary Schools, Mr. W. C. Fletcher, C.B.

As the secondary schools had not yet opened after the Christmas holidays, it was arranged that I should spend a few days with Mr. J. A. Shawyer, one of the Board's Elementary School Inspectors, in seeing some of the elementary schools in London. With Mr. Shawyer I visited St. George's Girls School, Westminster Bridge School, Brownhill Road School, Brownhill Road Central School, and St. Mary's Newgate School, and the Royal Navy Hospital School at Greenwich. I found these schools interesting, but, as they shed little light on the problems with which I was chiefly concerned, it is not necessary that I should deal with them in this Report.

The secondary schools had now opened, and from this time forward I was engaged for a portion of each week in visiting them. These visits were of several kinds. Sometimes they were visits to specially chosen schools in the company of the local District Inspector. In this way I spent four days with Mr. E. W. E. Kempson, District Inspector for Essex, in visiting West Ham Municipal Secondary School for Boys, Walthamstow Secondary School for Boys, East Ham Secondary School (a mixed school), and Leytonstone High School for Girls. In this way, also, I spent three days with Dr. F. Spencer, one of the Staff Inspectors in charge of a small district in London, visiting Dame Alice Owen Secondary School for Boys at Finsbury Park, the County of Middlesex Secondary School at Hendon (a mixed school), and Godolpin and Lattymer School for Girls at Hammersmith. These schools were all interesting and each had an individuality that would have repaid further investigation. Had hopes of repeating my visit at a later time, but this hope was doomed to disappointment.

At other times I made visits of three, four, or five days' duration in the company of a panel of from five to eight Inspectors engaged in what is termed a Full Inspection. In this way I visited the following schools: the Grammar School at Glossop in Derbyshire (a mixed school), King Edward the Sixth Grammar School at Norwich in Norfolk (a boys' school), Wellington College, Tonbridge Boys' School, a Public School at Tonbridge, Kent, Diss Secondary School, Diss, Norfolk, and the Paddington and Maida Vale Secondary School for Girls, in London.

I also had the pleasure of accompanying two of the Staff Inspectors, Dr. Spencer and Miss Shearson, in a special inspection of the teaching of French at the Cheltenham Ladies' College, Gloucester. This inspection was undertaken at the request of the Head Mistress who desired to have expert advice in the matter of reorganizing the department of French in the College.

This work carried me through to the end of March when the schools were closed for the Easter holidays, and I was now looking forward to work of a different kind during the next term. But just then I was taken down with an illness which sent me to a Nursing Home for a month, and brought my work to an

abrupt and disappointing termination; for, on being discharged from the Nursing Home I was forbidden by my physician to undertake any kind of work for three months. This made it necessary for me to return to Ontario with my task half finished.

Origin and Growth of the English Secondary School System

The present system of state-controlled and state-aided schools in England is of recent origin. Secondary education, it is true, has been carried on for centuries. The great Public Schools, such as Eton, Rugby, Harrow and Winchester, are known wherever the English language is spoken. There were, besides, many smaller schools, maintained by endowment or by the guilds, or by private munificence, in addition to a vast number which were established by individuals and supported by fees alone. But these were not welded into a unified and homogeneous system. Many of them had fallen on evil times and were not able to keep up a high standard of efficiency. In 1899 the Board of Education Act was passed, by which a department of government, called the Board of Education, was established and charged with the superintendence of matters relating to education. This was followed in 1902 by the Education Act, providing for the establishment of local education authorities throughout the country, who were authorized, after consultation with the Board of Education, to supply, or aid the supply of, education other than elementary, and to promote the general co-ordination of all forms of education. The present system of Secondary Education had its origin in the Education Act of 1902.

It was optional for any of the existing secondary schools to enter the national system; but the local authorities soon became interested, and the liberal grants offered by the Board proved attractive. Under the operation of the Education Act, therefore, great changes were brought about. Many of the existing Grammar Schools were put on their feet financially, schools were better distributed, better provision was made for the education of girls, buildings were improved and new buildings erected, and the efficiency of the schools was raised to a reasonable standard.

The system steadily grew. During the five years between 1914 and 1919 there was as in Ontario, unprecedented increase in the growth so that the average size of the schools on the grant list jumped by over 40 per cent. The following tables may be found interesting as showing the extent of the growth:

(a)	Schools:		1904-5	1914-5	1924-5
	For Boys		292	403	471
	For Girls		99	359	462
	For Boys and Girls		184	285	348
	m			1.047	1 201
	Total		575	1,047	1,281
(b)	Pupils:				
	Boys		61,179	105,096	188,268
	Girls		33,519	93,788	171,176
	Total		94.698	198,884	359,444
	Total		94,090	170,001	000,111
()	T 1022 24				
(c)	Teachers in 1923-24:		ъ.	C 0 1 4	T1
	Number of Teach	iers.		age of Graduate	
	Men Women	Total	Men	Women	Total

18.658

8.866

9.792

76.8%

59.1%

67.5%

(d) Teachers' Salaries: (I) Head Teachers:	1914	1924	
(1) Head Teachers:	£450	£767	
Men Women	£324	£595	
(II) Assistant Teachers:			
Men		£390	
Women	£126	£308	
(III) All Teachers:			
Men	£208	£424	
Women	£139	£321	
(IV) Average cost per pupils in 1924			£27

Age of Admission, Curriculum, etc.

The problem of keeping children at the schools for at least a four years' course soon became a matter of great importance. By degrees it was appreciated that late entry was a great source of inefficiency. The solution was found in a rule fixing the age for scholarships and free places, with the result that 54 per cent. of the pupils now enter between the ages of eleven and twelve. It is now generally recognized that if the work of a secondary school is to be effectively organized, pupils should not ordinarily be admitted after their twelfth birthday. So essential is this considered to be that the local authorities are relieved of any obligation to admit fee-paying or free-placing pupils who have passed their twelfth birthday by the beginning of the school year in which they seek admission.

The curriculum provides for instruction in English Language and Literature, at least one language other than English, Geography, History, Mathematics, Science and Drawing. The curriculum must make such provision as the Board can accept for organized games, physical exercises, manual instruction and singing. In school for girls, the curriculum must include provision for practical instruction in domestic subjects, such as Needlework, Cookery, Laundry Work, Housekeeping, and Household Hygiene; and an approved course in a continuation of these subjects may, for girls over fifteen years of age, be substituted partially or wholly for Science and for Mathematics other than Arithmetic. By special permission of the Board, Languages other than English may be omitted from the curriculum, provided that the Board are satisfied that the instruction in English provides special and adequate linguistic and literary training, and that the teaching staff are qualified to give such instruction. Religious instruction, but not of a denominational character, is given in all the schools.

It is interesting to observe that no school is recognized for the payment of grants under the Regulations unless (1) the pupils normally remain at least four years at school, and (2) the school life of the pupils normally extends at least to the age of sixteen. Hence, it is not an infrequent practice for the School authorities, in order to secure a satisfactory school life, to bind the parent by a legal agreement to keep his child at school until he reaches the age of sixteen.

For most pupils the secondary school course terminates on passing the First Examination at the age of sixteen, when they leave the school to enter a university or a learned profession or business life. About ten years ago a new departure of far-reaching importance was taken when Advanced Courses were organized for schools which were capable of taking up Sixth Form work. These courses were organized on the principle of specializing for two years in a group of allied subjects. To prevent the evils of overspecialization it was provided that the whole of the pupils' time should not be given to the group, but that other subjects should be added to be taken more lightly. Under this scheme the following courses are now approved by the Board:

A. Science and Mathematics.

B. Classics.

C. Modern Studies.

D. Classical with Modern Studies.

E. Geography.

F. Such combinations of subjects as may be approved by the Board.

These courses lead to the Second Examination, taken at the age of eighteen. The Second Examination certificate also entitles the holder to obtain the degree of B.A. by the Pass course in three years, but it is customary, I understand, for such candidates to take their B.A. degree in one of the honour courses, which they are qualified to pursue with great success by reason of their special preparation.

Outlines of the content of these courses are laid down by the Board, to be elaborated into definite syllabi by the schools providing them. No school is permitted to establish an Advanced Course unless the Board approves of the syllabus, the number of pupils entering, the qualifications of the staff, and the character of the equipment. On the other hand, the Board deals liberally with the schools establishing such courses, paying a grant of £400 for each course established, with a maximum limit of £1,000. The Advanced Courses have been highly successful and are deservedly held in high esteem. They are of great value not only to the comparatively few pupils who take them, but because of their reactions on the whole school, teachers and pupils alike.

Organization

A Regulation of the Board provides that classes should not contain more than thirty pupils and must not contain more than thirty-five. That this rule is generally enforced is shown in the fact that on the 1st October, 1923, while 3,044 classes were over the normal limit of 30, only 79 of these were over 35. The largest class I saw consisted of 32 pupils; most of the classes consisted of not more than 20 or 25, and there were many with not more than 15 or 20. The school day is usually divided into seven periods of 40 or 45 minutes each. All time-tables must be sent to the Board for approval at the beginning of the school year, and no alteration of an approved time-table may be made without the consent of the Board. While considerable latitude is permitted in the apportionment of time, the following time-table, which was in operation in a mixed school I visited, may be taken as representative of the general practice:

		mber of Per 2nd year		
Religious Instruction	1	1	1	1
Geography	3	2	2	7
History Latin	$\frac{1}{0}$	$\frac{2}{4}$	2 5	3 7
French	5	5 2	5 2	6 1
Algebra	2 3	2	2	2 3
Trigonometry	0	0	2	1 5
Chemistry	0	3	4	7
Botany	0 2	2	2	0
Music and singing. Physical Exercises.	1	1	1	0
Games	1	1	1	1

In the same school two Advanced Courses were provided, Modern Studies and Science and Mathematics, and in these the apportionment of time was as follows:

	Modern Studies		Science Mather	
		2nd year		
English	5	5	1	1
History	8	8	0	0
Latin	1	1	0	0
French	8	8	. 5	5
German	6	6	0	0
Mathematics	5 .	0	8	8
Chemistry	0	0	8	8
Physics	0	0	11	11
Botany	5	5	0	-11
Physical Exercises	1	1	1	1 1
Games	1	1	1	1

Inspection

The Secondary School Inspectors have all been recruited from the ranks of experienced teachers. The regular staff consists of 43 members, of whom nine are women. Besides, there are Inspectors of Art, Music, Physical Exercises, and Domestic subjects, whose work is not confined to the secondary schools alone, but embraces all kinds of schools. The regular staff comprises a Chief Inspector, Divisional Inspectors, District Inspectors and Staff Inspectors. For purposes of inspection the country is divided into five divisions with a Divisional Inspector in charge of each. These divisions are subdivided into 23 districts, each containing from 30 to 50 schools, and each in charge of a District Inspector. There are also eight Assistant Inspectors, who are attached to, but not in control of, the Districts. In addition, there are six Staff Inspectors.

The Chief Inspector has general oversight of all the work of inspection,

and also takes some part in Full Inspection.

The Divisional Inspectors have supervision over all the districts in their

division, and, in addition, have charge of a District.

The District Inspectors carry on their work in much the same way as our Public School Inspectors. They reside in their district and work from their own homes, wandering about their district at will, helping schools and teachers in every way they can, by their own advice and by calling in at times the help of a colleague, seeing that the public gets good value for its money, and reporting infractions of the Regulations to the Board. They are not required to make a report on their schools either annually or at any other specified interval.

The Staff Inspectors as a rule have but small districts, and their function is to deal with the teaching of a subject throughout the whole country. This often involves committee work and the authorship of official pamphlets. They frequently assist the District Inspector in reorganizing or improving the teaching

of their special subject within his District.

In addition to the inspection shown above as the work of the District Inspector, there is an inspection of a more formal character known as a full inspection. The Board conducts every year a number of full inspections which are so arranged that every school gets one every ten years. During a full inspection a panel of from two or three to eight or nine Inspectors, according to the size of the school, stay at the school for three, four or five days and look into every department of its work, its attendance, its finances, its premises and equipment, its staff, its curriculum and organization, and the quality of the teaching in every subject of the curriculum, and its general school activities and

corporate life. During the inspection there are many opportunities for informal conferences with the head master and his staff, and, as with us, direction and guidance is given to the teachers wherever it is needed. At the end there is a formal and frank conference with the governors, and a report is issued. A full inspection arises either when a school applies for recognition as an efficient school but without desiring grant, or for recognition and grant, or when the District Inspector thinks it needs one, having regard generally to the ten-year interval.

There are also supplementary inspections, which are of rather recent institution. These are not very formal and are confined to a few subjects. If the head master asks the District Inspector, or if the latter himself has any reason to think that the school needs help in a special subject, he puts it on the list and one or two Inspectors specially interested in the subject concerned pay a visit. A record of the visit, giving an account of the state of affairs, and the advice given to the head master, is sent to the Board, and a copy may be sent to the school.

The Accommodations

The necessity of practising the strictest economy has made it impossible to enlarge or replace the older buildings, and for this reason many of the buildings compare unfavourably with those erected in recent years in Ontario. But in this matter, as in so many others, the English have a knack of getting along under privations. If more class-room is needed, an old army hut can be set up and equipped to serve the purpose. If there is no assembly hall, it is still possible to gather all the pupils together in one of the larger classrooms or in a corridor for morning prayers. If a classroom is very small, it will still hold a small class. The lighting is generally not so good as with us. Mechanical ventilation is unknown; open windows keep up a constant supply of fresh air in winter as well as in summer. Classrooms are warmed to a temperature of 58 degrees with small coal grates; if the temperature rises above 58 degrees, the English schoolboy complains of the heat. A painted board with a surface of 18 or 20 square feet, stood on an easel at the front of the room, provides all the blackboard space that is needed. But well-equipped science laboratories are to be found in nearly all the schools, and there are few schools without a gymnasium. All schools have good playing fields (one school I visited in London had a playing field two miles away from the school), and games are provided for in the time-table and are played throughout the year.

Teachers and Teaching

Coeducation is not favourably regarded in England. In the larger centres separate schools are provided for the sexes; in the smaller centres considerations of economy alone have led to the establishment of mixed schools. Boys' schools have male teachers, girls' schools female, and mixed schools have both. The schools are more liberally staffed than with us, so that the principal has some time for supervision and the teachers some time for the correction of exercises or laboratory preparation. Classes are smaller. Text books are not prescribed; each school is free to choose its own. In most schools, the salaries are those of the Burnham scale. This scale is having the effect of satisfying the teachers and producing a high degree of stability on the staffs as well as attracting to the schools university graduates of high standing and thus improving the quality of the teaching. Professional training is provided by the Board and by the universities but is not made compulsory on those who seek to enter the profession. As there is not sufficient school accommodation to supply the demand

for secondary education, only the brightest scholars are admitted, and admission is regarded as a privilege which may be lost if misused; hence an earnestness of

purpose on the part of pupils and great regularity of attendance.

As most of my observation was done when the schools were undergoing a full inspection, I had little opportunity to observe the teaching of mathematics or science. My attention was confined almost wholly to the classes in English, History, French and Latin. Up to the first examination (matriculation), the methods employed are in general the same as ours and the quality of the teaching is as various. The prescription of work in languages covers a wider range and embraces texts of a more difficult character, more especially in the higher forms. Much attention has been given to the improvement of the teaching of French with the result that the reformed method is now practised in most of the schools by teachers who, by residence and study in France, have acquired a good speaking knowledge of the language.

The work done in the advanced classes is worthy of the highest praise. It is really university work brought down into the secondary schools, to the great advantage of these schools and perhaps also to the universities. The classes are small, the pupils are ambitious, the teachers are specially qualified and ample equipment is provided. These classes, wherever they have been estab-

lished, have been highly stimulating to the whole school.

Conclusion

I cannot conclude this report without a brief reference to the unremitting efforts of the Board to support secondary education and place it on a thoroughly sound foundation. It bears fifty per cent. of the cost of secondary education throughout the country, both for maintenance and permanent improvements. By investigations, conducted by its own officers as well as by royal commissions, it has determined the position of each subject on the curriculum, and made recommendations for the improvement of the teaching. And by its popular summer courses it is succeeding in filling the teachers with enthusiasm for their work and is improving the quality of their teaching. And it must not be forgotten that the system has been brought to its present state of efficiency in the comparatively short space of twenty-five years.

I. M. LEVAN.

IMPRESSIONS OF ONTARIO HIGH SCHOOLS

The following comments on the Ontario High Schools will be found to be of special interest, coming, as they do, from a trained observer who had a unique opportunity to form opinions on the subject he discusses. They are from the pen of Mr. E. G. Savage, one of His Majesty's Inspectors of Secondary Schools in England, who, as the representative of the British Government in an exchange of High School Inspectors, spent the first six months of 1926 in visiting High Schools and Collegiate Institutes in various parts of this Province.

The Englishman visiting Ontario High Schools, comes fore-armed with he knowledge that Ontario has in force an Act of Parliament which compels all children up to the age of sixteen to attend as full time pupils at a school of some sort. But even with this knowledge, he still feels surprised to discover what it means in practice. Your distances, even in the most settled parts of Southern Ontario, are still too great to permit of the establishment of a few large schools

to serve a wide area, but this has not prevented the area being served by the establishment of numerous small schools. The very existence of so many small schools, by far the larger portion of the cost of which is borne by the locality, is in itself a very striking demonstration of the determination of the people as a whole to secure for their children the advantages of secondary education. The scattered nature of the population and the necessity for the establishment of many small schools raised problems for the teacher which are non-existent in more densely populated areas, of which due account must always be taken in assessing the value of their work. It means for example, that in a small four or five teacher school, it is not possible to have teachers who are Specialists in all the subjects found in the curriculum. Some one or more of them must inevitably be teaching a subject which is not his or her first choice. Further, the presence in the High School of all of those who have passed the Entrance test means that except in the large centres of population where Vocational Schools are to be found, the classes contain a fairly large proportion of pupils who have not a very lively interest in the academic subjects of the curriculum and whose presence in the class is a decided hindrance to others of a different type. These two factors the writer has always in mind whenever he feels inclined to criticise the standard of work in any subject. When he does criticize, it is because he believes that, unless he has gained an entirely false impression from the many friends he made in Ontario, teachers as a whole would prefer candour to insincerity. While he admires the spirit which has resulted in the generous provision of secondary school facilities which Ontario has provided for its sons and daughters, he is also impressed with the difficulties which arise from the very large number of schools, and the danger there is that the presence of so many may set up a lower standard of achievement than might and should be exacted of the abler pupils.

The discipline of the schools is not easy to describe for in the vast majority of cases it is of that type which is not easily seen: that is to say, it is based on friendly relations between teacher and taught. As a whole, the pupils, stout, upstanding fellows as they are, especially in the rural areas, have not an unduly inflated idea of their own importance, speak with pleasing frankness to their elders, but yet with decent respect they generally show by their demeanour and behaviour that they are the offspring of good sound stock who appreciate the difference between freedom and license. The admixture in the schools of those who will enter the professions and those who will become farmers and artisans, the free mingling of the sons of the wealthy and well known with those of the poor and the obscure, is another healthy feature of Ontario schools which arouses

something not unlike envy in at least one English visitor.

Perhaps in all these imponderable elements lie the chief elements of strength in the schools.

Teachers

One of the very pleasant and most abiding impressions of the teachers is their very loyal attachment to the connection with the Motherland. Many of them came to learn much about Great Britain during the War and all of them showed, not only by many kindnesses to the writer, but also by their willingness to listen to him, real interest in English affairs and especially in matters connected with education.

In some areas, however, and curiously enough the wealthy and densely populated areas are amongst the worst offenders, it seems as though the enthusiasm for education on the part of the local authority has been satisfied by the

erection of fine buildings. The requirements of the Department that there should be one teacher for every thirty children is not unduly high: indeed it is almost as low as could possibly be expected, and it is with no little surprise that one finds cases where this allowance is not reached. The result is that many teachers, indeed the majority, must teach for every period of the week and this applies in many cases to Principals as well. No teacher can shoulder this burden and teach with the vigour and freshness which is required. A Principal who is in this position is obviously quite unable to appraise the value of the work of his staff, let alone to act as the leader of the team and to improve their methods. Upon Science teachers in such a position, the burden assumes big proportions, for in addition to the actual work of teaching and directing the practical work of his pupils, the Science teacher needs to spend much time in the preparation of his apparatus and experiments if he is to make his subject a live one. The lightening of the load of the teachers of Science and the provision of assistants to help in the laboratory is one of the features which, in the mind of the writer, would do a great deal to improve the quality of the work in this subject.

It is particularly unfortunate when the number of teachers on the staff of a school is so small as to necessitate the existence of large classes at the top of the school. Here are to be found the intellectual elite of the school working for the "Honour Matriculation" and the future candidates for Honours at the Universities. They are necessarily not a homogeneous collection, but are of different aptitudes and abilities. Sometimes they are of different training in as much as some will have come in from other schools where this type of work is not done. Yet all too often—and by no means in the poorer areas only—there may be found a class which is far too large, with all of these mixed elements studying under the one teacher. In at least one case, the writer recollects a class of nearly fifty, which on sound educational lines should have been divided into two separate classes for the teaching of Mathematics. In such cases, it may be suggested that the local authority is not living up to the ideals of its constituents and is following a policy of false economy.

Methods

Having criticized the conditions under which many teachers work, a few outstanding points may be mentioned in connection with the methods of the class-room. In Science it is too often the case that the work is not of a sufficiently practical character. Sometimes this may be due to the unduly heavy teaching load imposed on the Science teacher as described above. At others it may be due to the lack of provision of a really adequate supply of apparatus. especially the case in Physics. But on other occasions, more especially in the case of women teachers, than in the case of men, it appears to be due to a lack of appreciation on the part of the teacher concerned, of the infinite possibilities which the subject has. Too often it is the examination bogey which frightens them into the belief that the best method is to "cover the book." In such cases, the work in the note-books is a mixture of which an ingredient is a digest of the matter taken laboriously from the text-books, and the other is a "record" of "experiments" which have not indeed been carried out but the necessary apparatus for which has been seen and an account written of the way in which phenomena might occur if the experiment had actually been done. Such cases are not general, and usually do not occur in big towns and well known schools, but they are too common to be disregarded. It cannot be too strongly emphasized that the fruits of work in Science are to be found nowhere but in actual experience, by the actual conduct of experiments (either by the teacher or by the class

according to the nature of the work) and that a pupil should be able at an examination to stand the challenge to quote the experimental authority for his belief in the theories which is usually quite well able to enunciate.

In Mathematics, there appears to be a tendency for the different subsections to be kept in water-tight compartments, possibly owing to the fact that they are not taught concurrently. Whether as a result of this or not, or as the result of a too eager anticipation of the requirements of the examination, pupils as a whole do not appear to gain Mathematical power so readily as is desirable. It would be a sound plan if teachers would more generally open their periods (as some do) with a brisk five minutes exercise in the solution of problems, either mentally or on paper, which should not, of necessity, be confined to any particular set section of the subject. In skilled hands this proves most effective in producing an alertness of mind which is perhaps more necessary in Mathematics than in any other subject, and its value as a method of revision and in unifying the work is very obvious.

In the Languages, Latin and French, the rate of progress, considering the age of the pupils, is slow. The writer desires to avoid comparisons but in this case it must be said that progress is slower than under any other system with which he is acquainted. The many periods during which accidence and syntax alone are studied is so long drawn out that pupils lose interest in the subjects (the expression commonly used is that they "find them hard" but it means much the same thing). It is suggested that in both cases reading of real texts should be begun much sooner and that less time should be spent on laboriously working through exercises in which it is very difficult to find any real interest. They become a succession of tests of the ability to juggle with case endings and verb forms but if these are not constantly encountered in the live words of a real author, they become obliterated in the memory and no real appreciation of their use is retained by the time actual reading is begun.

In this connection, the subject of home work may be briefly discussed. Corresponding to the daily lesson which is a common allowance, it appears to be the practice for teachers to set a daily task to be done at home. It, therefore, not infrequently happens that a pupil may have tasks to do at home in four or even as many as eight subjects. Whilst the latter may be rare, the writer met many cases of six and seven subjects being taken home in which tasks had to be done. This seems excessive and has several attendant evils. In the first place the amount set, being determined by experience, tends to become a mere snippet in each subject, and the pupil, if conscientious, has an evening's work of kaleidoscopic variety, which militates against anything serious being done in any one subject. Secondly, since every lesson concerns a prepared task it happens, more especially in the language teaching of country districts, that too much of the lesson is occupied in hearing or correcting the home work.

Often it results that too little time is then left out of a forty minute period or less in which first ground may be broken. Perhaps it is on this account that parents and others are beginning to complain of the burden of home work. With the cry sometimes heard that it should be abolished, the writer has no sympathy, but he feels that its lack of organization and regulation may well give grounds for the belief that it is excessive. What is needed perhaps is not abolition but regulation. If for example, the number of subjects to be studied at home on any night were limited to four and designed to require from one-and-a-half hours to two hours according to the age of the pupil, it should result in more substantial work being set in each subject and a teacher might reasonably expect the work to be thoroughly mastered. Instead of a snippet in each of five nights for each

subject, it would result in more substantial work being done in say two nights a week in each subject. It is the number of subjects which bewilders the child and leads to a feeling of over pressure rather than the amount actually demanded. What has worked well in one country may not work equally well in another but it may be said that the home work time (varying from half-an-hour or so at the age of eleven to two-and-a-half hours at sixteen and eighteen) is planned out for every night in this way in all English schools.

The position of Music in the schools is a disappointing one. Whilst the Programme of Studies published by the Department envisages the possibility of a school establishing a course of serious work in Music, there is no record of any school doing so in the Annual Report of the Department. More than this, in very few schools that the writer visited did he hear any. At Ottawa the two Collegiate Institutes (or the two sections of the one Collegiate Institute) have some very cheerful singing and a very delightful orchestra at the morning assembly. At Sault Ste. Marie, there are regularly organized classes out of school hours, the expense of which does not fall on the public. These children gave at short notice a really finished performance which appeared to give them as much pleasure as it certainly gave the visitor. Toronto schools have some lessons in singing but only for girls. The writer knows from experience at Hart House and elsewhere that Canadians are not naturally unmusical. It seems a pity that High Schools should not devote at least a small portion of their time (say an hour a week) to the development of this, the aesthetic side, of their pupils: and would it not add to the cheerfulness of school life if each morning there was some singing at the morning assembly? They have stout hearts—why not lift them up to the Lord?

If what has been said appears to be unduly critical, the writer asks that readers will bear in mind that his sole object is to write candidly and sincerely. He would add that there is very much indeed that he saw in Canada which he much appreciates. The catalogue of this would be too long but he would conclude by referring to the work in Physical Training. It is indeed a good thing to see how very large a proportion of the High School teachers are qualified to take this work. In the Mother Country this is almost entirely handled by Specialists who teach nothing else (and are qualified as a rule for nothing else.) It is our hope that ultimately class teachers may take this work. In Ontario this is already the case. Furthermore, it may be said that if the writer had to recommend a school to which a teacher of Physical Training should go to see really good English folk dancing, he would point to a school in Northern Ontario,—

Sudbury.

E. G. SAVAGE.

APPENDIX E

REPORT OF THE DIRECTOR OF RURAL SCHOOL ORGANIZATION

, Attendance and Costs

In previous reports, I have commented upon the large number of one-teacher schools with a low average attendance and upon the consequent waste of money and effort in maintaining them. The attendance returns for 1925 are even more unsatisfactory than those for 1924 and 1923. The number of schools with a low average attendance seems unfortunately to be steadily increasing. In 1925, approximately one school in every five had an attendance of five or less, two in every five an average of fifteen or less, and three in every five an average of twenty or less. Upwards of 3,000 one-teacher schools—more than 63 per cent. of the total number—are working below their capacity.

Obviously the cost of maintenance per pupil of average attendance must continue to mount higher with the decreasing number of pupils. In 190 schools with an average of five or less the cost per pupil per year is \$301.35, or nearly four times the average cost per pupil in all the rural schools. The cost in 927 schools with an attendance of ten or less is \$161.92 or more than twice the average for the Province. It cost considerably more than a million dollars to educate less than seven thousand children in schools with fewer than ten pupils each.

The following tables give summaries of the statistics of attendance and costs of the one-teacher schools:

I.—Average Attendance in One-Teacher Schools

No. of Schools with Average of	Counties	Districts	Total	Percentage
1	6	2	8	.16
	22	6	28	56
	48	21	69	1.37
	85	35	120	2.39
	135	55	190	3.78
	728	199	927	18.48
	1,669	382	2,051	40.88
	2,647	523	3,170	63.19
	1,653	194	1,847	36.81

II.—Comparative Statistics of Attendance for 1923, 1924, 1925

Average Attendance	No. of Schools	No. of Schools	No. of Schools
	1923	1924	1925
1	2 20 54 97 177 891 1,942 3,085 1,898	0 13 57 93 171 896 2,002 3,130 1,874 5,004	8 28 69 120 190 927 2,051 3,170 1,847 5,017

III.—Cost of Maintenance of Schools with Low Average Attendance Schools with Average Attendance of 1 to 5

3										
	No. of schools	Total Average Attend- ance	Cost to Locality	Legis- lative Grants	Total Cost	Average Cost per Pupil to Locality	Average Cost per Pupil to Govern- ment	Total Cost per Pupil		
Counties Districts Province	138 52 190	528 194 722		\$56,408 26,107 82,515		\$201 82 146 93 187 07	\$106 84 134 57 114 28	281 50		
Schools with Average Attendance 6 to 10										
Counties Districts Province	155	1,141	102,371	89,322	191,693	89 72	78 28	168 00		
Schools with Average Attendance of 1 to 10										
Counties Districts Province	718 207 927	5,308 1,335 6,643	130,875	115,429		98 03	86 47	184 50		

IV.—COMPARATIVE STATISTICS OF COST OF MAINTENANCE OF SMALL SCHOOLS FROM 1922 to 1925

Total Cost per Pupil of Average Attendance

	In Schools	In Schools	In Schools	In All
	Average	Average	Average	Rural
	1—5	6—10	1—10	Schools
1922 1923 1924 1925	\$247 32 248 33 243 08	\$138 99 144 91 141 32 144 91	\$151 02 156 00 151 92 161 92	\$80 26 87 36 80 38 78 10

Need of Change in Rural School Organization

In successive reports for several years, I have emphasized the necessity of some change in the organization of the rural schools in order to obviate the waste that is apparent from such statistics as have been quoted above. But the elimination of waste is not the most important end to be secured. Rural communities require increased facilities to bring them up to the same plane of educational opportunity as urban communities. They need a broader Elementary School programme, including Agriculture, Household Science and Manual Training. They need greater Secondary School opportunities in both full-time and part-time courses that will give in addition to a good general education specialized training for agricultural pursuits.

This elimination of waste and this institution of broader facilities in rural education cannot be secured under the section scheme of administration. Some scheme that affords a wider opportunity for co-operative effort is required. The plan of organization proposed by the Bill to Establish Township Boards of Trustees, which has been before the Legislature for two sessions, would seem to meet the necessities of the situation in a satisfactory way.

Popular Attitude Towards the Township Boards' Bill

The Minister has issued two circular letters to the public dealing exhaustively with rural school problems and outlining his plan of solving them. These letters have been widely circulated and read. Quite naturally, the first reaction of rural school supporters to the township boards' proposal was one of almost universal opposition. But as the proposal has been more closely studied and better understood, the original antagonism to the idea has greatly lessened. It is quite probable that, when rural school supporters realize that local autonomy with regard to schools is just as secure under the proposed scheme as it is under the existing organization, serious opposition will disappear. And, when the possibilities of the proposed plan in the direction of increased facilities for education become apparent, popular support will probably become as strong and as universal as was the original opposition. In any event, the submission of the scheme in a tentative way for the consideration of the public has done much to stimulate thought and study in a field that has been overlooked for many years.

The Consolidated Schools

Twenty-eight consolidated schools are now in operation. In 1926, one new school was built and occupied at Quibell in Kenora District. The statistics of the consolidated schools will be found on pages 256-260 of this Report.

W. J. KARR, Director of Rural School Organization.

Toronto, January 29th, 1927.

APPENDIX F

REPORT OF THE INSPECTOR OF MANUAL TRAINING AND HOUSEHOLD SCIENCE

General Situation

Manual Training and Household Science have made satisfactory progress in the Schools of the Province during the past year. The tendency to close centres owing to financial stringency and the desire for economy that has existed

for several years past has now almost entirely disappeared.

New centres are being opened and those only previously partially used are being more fully utilized. Four new centres for Manual Training and Household Science have been opened in Toronto; two partially used centres are now being occupied the whole school time; two half-time centres in Brantford are now being utilized to the fullest extent and the introduction of Manual Training and Household Science is being seriously considered in several places where instruction in these subjects has not previously been given.

In towns with a small population it is not possible to employ the whole time of a Manual Training or Household Science teacher, but much might be done by the smaller towns and villages co-operating in this matter and employing teachers between them. It should not be difficult to form a group of three or four towns within easy reach of each other, each having its own Manual Training and Household Science centres and equipments and each paying its share of the special teachers' salaries, according to the time spent in each place by the teacher. Now that radial and bus lines are being rapidly extended throughout the Province the possibility of such co-operative action is becoming greater and the will to co-operate is practically all that is now necessary. The attention of the local inspector is directed to this matter. Such actions would not only result in the introduction of Manual Training and Household Science, but would also promote a better feeling among the different communities and lead to combined action in other fields of civic betterment. In still smaller communities a travelling shop might work to advantage.

The work being done in both subjects is gradually improving in quality and quantity as the lower grades of the school are entering the Manual Training and Household Science centres with greater knowledge and skill due to the development of the more elementary work. The rotary or self-contained school where all the constructive work is under the charge of one teacher and correlated

throughout the school shows this growth in the most marked degree.

Teachers are utilizing to a fuller extent the various aids offered by the manufactures of textiles and food products by the provisions of charts, illustrations, specimens of raw materials, processes of manufactures and completed articles. Various government bulletins relating to foods and industries are now to be found in many of the schools and are proving of great service.

Training of Teachers

Certificates in Manual Training and Household Science qualifying to teach in the various types of schools now granted by the Department are of three kinds: (1) Elementary, (2) Ordinary, (3) Specialist. The "Elementary"

certificates are obtained by attendance at two Summer Schools. Teachers must hold a Second Class certificate before being allowed to attend these courses. The holder of the Elementary certificate is qualified to teach these subjects in Rural Schools. The "Ordinary" certificate is obtainable by taking a one year course, in the case of Manual Training at the Industrial Training College in Hamilton, and in the case of Household Science at the College of Education. During the year the Regulations have been modified so that the holders of the Elementary certificate may enter these courses in January instead of the previous September. In this way the cost of the training to the individual teacher is considerably lessened. The Syllabus of each course has been modified so that the Elementary course now forms an introduction to the Ordinary course and the two courses do not overlap. The Elementary course has now been restricted to such work as can be carried on satisfactorily in the rural school. The Ordinary certificate qualifies the holder to teach these subjects in Public, Separate or High Schools.

The Specialist Certificate in Household Science is obtained through a fouryear course at the University of Toronto followed by attendance at the College of Education.

During the year changes were made in the Regulations regarding Specialist certificates in Manual Training. This certificate had previously been granted to the holders of the Ordinary certificate who spent one year's work in an approved shop. This proved unsatisfactory as the work varied so much in character and it was difficult to evaluate its character. Accordingly two summer courses were established at the Industrial Training College, Hamilton. These courses continue for five weeks and the students work at least eight hours each day. The instructors are experts in various trades. The first course was attended by eighteen teachers all holders of the Ordinary certificate. This course was strikingly successful. Many of those attending (including some of those who strongly objected) have expressed to me their gratification at the instruction received and the benefit derived.

Summer Courses

Holiday courses in Manual Training have been held in this Province continuously for 26 years the first being attended by eight teachers and was held at Brockville under the Macdonald Manual Training Fund.

During the past summer vacation the usual courses were held for the purpose of qualifying for the Elementary certificate. Both courses (Manual Training and Household Science) were given under the direction of the Principal of the Industrial Training College and were well attended. The Manual Training course was held here for the first time and now all the Training of Manual Instructors is being done under College auspices. This will tend to greater efficiency, closer correlation and better organization. A summer course in Household Science was also held in Ottawa.

The Saturday Classes in Manual Training and Household Science held in Hamilton at the Normal School for many years owing very largely to the enthusiasm of Inspector J. B. Robinson have for this year at least been discontinued. There are in Wentworth County 52 Rural Schools teaching Household Science and 48 teaching Manual Training. This means that the demand for rural school teachers in Wentworth County qualified to teach these subjects is very nearly met and owing to this fact the number of teachers wishing to attend was not sufficient to warrant classes being formed.

The Rural School

Surely the country child has a right to as good educational opportunity as a child attending the best city school. A different environment renders necessary certain differences in organization and method but equal opportunity should be provided. The rural school has its own problems and those problems are essentially different from those presented by a town or city school. Our rural schools train a large part of the population and they should boldly grapple with the fact that the majority of those educated in them will continue to live in the country either from choice or necessity and it may be from choice if the right methods be adopted in their education.

It is gratifying to be still able to report continued progress in the introduction of Manual Training and Household Science into the Rural School. There are now 685 Rural Public Schools and 41 Rural Separate Schools teaching Household Science and serving at least one hot dish at the noon lunch and 103 Rural Schools teaching Manual Training. The outstanding inspectorates in this report are for Household Science: Bruce East (20), Northumberland and Durham (20), Lanark West (24), Lincoln (24), Peterborough East (31), Wellington South (34), Wentworth (52); for Manual Training: Wentworth (48), Middlesex East (11). I am pleased to note a tendency for Rural School Trustees in advertising for a teacher to state the fact that the successful applicant will be required to teach Household Science and serve the Hot Lunch.

The impression that it is not possible in Household Science to give any instruction that is of value without the provision of separate rooms, elaborate equipment and specially trained teachers is rapidly disappearing. Where conditions exist that make those features possible, of course the best work can be done, but even where they cannot be realized much may be done towards giving definite useful instruction in the cardinal principles of home making which should be learned by every girl, and the elementary use of tools which should be learned by every boy. There is certainly not a single Rural School where some practical work in sewing and some valuable lessons in the care of the home may not be given. As for working it is doubtful if there is a single school so small and so helpless that it is unable to use the hot noon day lunch as a method of approach to this branch of the subject.

Various types of simple equipment have been designed to fit the limited space of the one room school and recipes and methods worked out to meet the peculiar requirements of Rural Schools. These are outlined in the Manual "Household Science for Rural Schools." The same is done for Manual Training

in the Manual issued by the Department.

During the past year in answer to a circular letter requesting particulars regarding the introduction of Household Science and methods of serving the school lunch, I have received about 200 replies. These letters are most interesting and in many cases present a vivid picture of rural school conditions and difficulties and after reading them one is impressed with the whole-hearted unselfish enthusiasm the rural school teachers of this Province are carrying on their work often under the greatest difficulties. The greatest possibilities of work of this character which has a particular usefulness for the country child cannot be achieved until the township is substituted for the section as the unit of rural school administration.

Albert H. Leake, Inspector of Manual Training and Household Science.

APPENDIX G

REPORT OF THE INSPECTOR

OF

ELEMENTARY AGRICULTURAL CLASSES

PUBLIC AND SEPARATE SCHOOLS

The tables given in this report represent the situation respecting Elementary Agricultural education at the close of the year 1926. A comparison of these tables with those of former years will show that gratifying progress has been made, so far as numbers are concerned. Steady progress is being made, not only in the number of schools undertaking this type of work, but also in the quality of the work done.

The results of the efforts put forth to develop Agricultural education in the elementary schools are becoming more and more apparent in the improved condition of the grounds and gardens. This improvement stimulates an interest on the part of parents and others in their schools and in educational matters generally. Trustees, parents and other ratepayers are taking a greater interest in education than ever before, and this is partly due to the influence of agricultural education in the schools.

The following facts and figures show the situation at the present time:

The number of public and separate schools qualifying for grants each year, commencing in 1903, is given in the following table:

_			_		
Year	No. of Schools	Year	No. of Schools	With School Gardens	With Home Gardens
1903		1914	264	208	56
				222	185
1904		1915			
1905	, 6	1916	585	324	261
1906	. 8	1917	989	466	523
1907		1918	1,020	588	432
1908	. 14	1919	1,408	618	790
1909		1920	1,648	702	946
1910	. 17	1921	1,804	690	1,114
1911	33	1922	2,047	796	1,251
1912	101	1923		843	1,445
1913	159	1924	2,285	831	1,454
		1925		783	1,726
		1926	2,802	852	1,950

Number of Ungraded Public Schools with classes in Agriculture, September, 1925, to June, 1926:

		Home	With School Gardens	Inspectorate		With Home Gardens	With School Gardens
Brant and Norfolk	17	15	2	Frontenac S	9	9	1 ::
Bruce W	. 25	19	6	Glengarry	, 69	59	10
Bruce E	31	17	14	Grey W	. 19	8	11
Carleton W		15	6	Grey E	, 5	1	4
Carleton E	. 16	8	8	Grey S	. 7	4	3
Cochrane N. (Dist				Haldimand	. 23	17	6
IX)		1	4	Halton and Went	-		
Dufferin		61	14	worth (in part)	, 26	23	3
Dundas		54	10	Hastings S	. 48	40	8
Elgin E		42	20	Hastings N	. 2	2	* *
Elgin W		20	9	Hastings C	. 30	27	3
Essex S		26	12	Huron E	. 65	52	13
Essex N		23	4	Huron W	. 83	65	18
Frontenac N		2		Kent E	. 74	19	55

Inspectorate	No. of	With Home	With School	Inspectorate	No.	With	With School
	Schools	Gardens	Gardens		Schools	Gardens	Gardens
Kent W	57 .	38	19	Renfrew N		6	
Lambton W	75	61	14	Renfrew S	. 47	33	14
Lambton E (2)	74	55	19	Simcoe E		3	
Lanark W		41	13	Simcoe N		6	
Lanark E	58	31	27	Simcoe S		9	2
Leeds & Gren. (3)	54	52	2	Stormont	. 68	67	1
Leeds & Gren. (2)	45	37	8	Waterloo S		12	3
Leeds & Gren. (1)	48	45	3	Waterloo N		9	4
Lennox	8	8		Welland N		7	1
Lincoln	17	11	6	Welland S		15	6
Middlesex W	70	41	29	Wellington S		22	21
Middlesex E	84	34	50	Wellington N		13	2
Muskoka District	4	2	2	Wentworth N		28	12
Norfolk	56	32	24	York W (No. 2)		4	4
Nbld. & Durham (3)	16	12	4	York N. (No. 1)		12	6
Nbld. & Durham (2)	56	49	7	York E. (No. 3)		14	4
Nbld. & Durham (1)	55	37	18	District Div. I		1	2
Ontario N	15	7	8	District Div. IV		1	. 4
Ontario S	15	10	5	District Div. V		6	4
Oxford N	44	34	10	District Div. VI			7
Oxford S	8	7	1	District Div. VII		2	4.5
Peel	14	8	6	District Div. VIII.		3	3
Perth N	54	47	7	District Div. XI		32	11
Perth S	43	37	6	District Div. XII		1	4
Peterboro' W. and				District Div. XIII.		1	
Victoria E	25	16	9	District Div. XIV.	. 4	2	2
Peterboro' E	21	9	12				
Prescott	4	2	2	Total	2,404	1,727	677
Prince Edward	32	. 26	6				

Number of Graded Public Schools with classes in Agriculture, September, 1925, to June, 1926:

1925, to June, 19	920:						
	No.	With	With		No.	With	With
Inspectorate	of	Home	School	Inspectorate	of	Home	School
	Schools	Gardens		•	Schools	Gardens	Gardens
Algoma		3	1	Peel	2	1	1
Brantford City		7	1	Perth N		1	3
Brant & Norfolk N			i	Perth S	6	1	5
Bruce W	. 2		1	Peterboro' City	. 2	1	2
Druce W	. 4	1		Peterboro' E		i	2
Bruce E	. 1	3	1	Prescott & Russell.		3	1
Carleton E		3	1			2	4
Dundas	. 5	1	4	Prince Edward		_	2
Elgin E	. /	3	4	Renfrew S		5	4
Elgin W	. 9	3	. 6	Simcoe E		2	
Essex S	. 2	1	1	Stormont	. 2		14
Essex N	. 1		1	Waterloo S., No. 2.	. 1	• •	1
Glengarry	. 2	1	1	Waterloo N	. 3	2	į.
Grey S		2		Welland N	. 7	3	4
Guelph City	. 1	1		Welland S			1
Halton, Went. (in pt	.) 2	1	1	Wellington N			1
Hastings S	. 2	2		Wellington S			5
Hastings C	. 2		2	Wentworth		7	7
Huron E	. 3	2	1	Windsor		7	
Kenora District		1	1	York W. (2)		2	5
Kent E	. 2	2		York S. (4)	. 10	9	1
Kent W	. 3	1	2	York N. (1)	2	1	1
Lambton W	. 4	4		York E. (3)	. 7	5	2
Lambton E (2)	. 2	1	1	Toronto		1	1
Lanark	. 1	1		District Div. III	. 3	1	. 2
Leeds & Gren. (3).		3		District Div. IV	. 1	1	
Leeds & Gren. (2).	1		i	District Div. VII		¥ .	1
Lincoln	7	2	. 5	District Div. VIII.		1	2
London City		13	4	District Div. IX			1
Middlesex W		1 "	4	District Div. XI		2	
Middlesex E		î	2	District Div. XII.			3
Norfolk		± .	1	District Div. XIII.	, -	1	
Nbld. & Durham (1		4		District Div. XIV.			i
Ontario S		1	1	District Div. XIV.		1	î
		1	2	District Div. Av			1
Oxford N	. 3	1	1	Total	240	128	121
Oxford S			11	Total	, 237	120	121
Ottawa City	. 11		11				

Number of Separate Graded Schools with classes in Agriculture, September, 1925, to June, 1926:

	No. of Schools	With Home Gardens	With School Gardens	Inspectorate	No. of Schools		
London & Windsor Cities. (Insp. Melady)	6	6		Almonte, Brockville, Campbellford, Co- bourg. (Insp. Finn)		• •	2
Bruce, Huron, Perth, Waterloo, Welling- ton Cos., Kitchener, Mt. Forest, Owen Sound, Seaforth, Town of Waterloo.				Renfrew Co., Egan- ville Village. (Insp. Payette)		• •	2
(Insp. Quarry) Cities of Brantford, Hamilton, Niagara Falls. (Insp. Sulli-	20	10		Thunder Bay and Algoma Districts (Insp. Bennett)		1	8
van)	6	6	• •	Essex Co. (Insp. Beneteau)		2	
Power)	4	4		Essex Co. (Insp. Scanlan)		1	0 0
(Insp. Lee)	9	4	5	Total	61	34	27

Number of Separate Ungraded Schools with classes in Agriculture, September, 1925, to June, 1926.

Inspectorate	of			Inspectorate .	No. of Schools		School
Essex, Kent, Lamb- ton, Middlesex (Insp. Melady)		10	7	Frontenac, Hastings, Lanark, Leeds and Grenville, Lennox and Addington,			
Bruce, Grey, Huron, Middlesex, Norfolk Perth, Waterloo	,		`	Stormont. (Insp. Finn)		11	1
Wellington. (Insp. Quarry)	25	14 ·	11	Carleton, Glengarry. (Insp. Jones)		14	2
Nbld. and Durham Peel, Peterboro' Simcoe, Victoria	,			Renfrew Co. (Insp. Payette)		3	* *
York. (Insp. Lee)		10	6	Total	89	62	27

School Fairs

School Fairs are becoming more and more an established part of rural school education. These Fairs are managed jointly by the Agricultural Representative of the County and the Inspector and teachers of the schools concerned.

High Schools

The secondary schools which maintain classes in Agriculture are given in the table. Each of these sixty-nine schools was visited at least once during the year.

In the following table, "x" indicates that Agriculture was carried on during the term specified and "o" indicates that the work has either not yet been introduced or has been temporarily dropped.

Collegiate Institutes—	19:	22	192	23	19:	24	19:	25	19	26
Barrie	0	0	0	0	0	0	0	0	X	x
Brockville	X	X	X	X	x	X	x	X	x	x
Clinton	X	X	X	X	x	x	x	0	x	X
	X	X	X	X	X	X	X			x
Cobourg								X	X	
Fort William	O	0	0	O	0	0	0	X	X	X
Ingersoll	0	O	0	X	X	X	X	X	X	X
Napanee	0	O	0	0	0	0	0	X	X	X
Port Arthur	0	O	O	O	0	0	0	0	0	X
**Renfrew	x	0	· X	X	X	X	X	X	X	X
**St. Thomas	X	X	X	X	X	X	X	X	X	x
Smith's Falls	0	0	0	X	X	X	X	x	x	x
Strathroy	0	·O	0	X	Х	X	X	X	X	X
High Schools—										
Amherstburg	0	0	0	X	X	X	X	X	X	X
Arthur	x	x	X	X	X	X	X	0	0	0
Athens	X	X	X	0	0	x	X	0	0	0
**Beamsville	x	X	x	X	х	x	x	X	x	x
Belleville										
D	X	X	X	X	X	X	X	X	X	X
Bowmanville	X	X	X	X	X	X	X	X	X	X
Bracebridge	0	0	0	0	0	X	X	X	X	X
Burlington	0	0	0	X	X	X	X	X	X	X
Chesterville	0	0	0	X	X	X	X	0	0	0
Cornwall	0	0	0	0	0	0	0	X	X	x
Dundas	0	0	0	0	0	0	0	X	X	x
Essex	X	X	X	X	X	X	X	X	X	X
Flesherton	0	0	0	X	X	0	0	X	X	X
Fort Frances	0	0	0	0	0	0	0	0	0	X
Haileybury	X	X	X	X	X	X	X	X	X	X
Kincardine	x	X	X	X	X	X	X	X	X	X
Kingsville	0	0	0	0	0	0	0	0	0	X
Leamington	x	X	x	X	X	x	x	x	x	X
Listowel										
Madaa	0	0	0	0	0	0	0	0	0	X
Madoc	0	0	0	0	0	0	0	X	X	X
Markdale	0	0	0	0	0	0	0	0	0	X
Midland	0	O	0	O	0	0	0	X	X	X
Milton	0	0	0	0	0	0	0	0	0	X
Mitchell	X	0	0	0	0	X	x	X	X	x
Nepean	0	0	0	0	0	0	0	X	X	X
New Liskeard										
Niogara	X	X	X	X	X	X	X	X	X	X
Niagara	0	0	0	0	0	0	0	0	0	X
Niagara Falls South	X	X	X	X	X	X	X	X	X	X
Oakville	X	X	X	X	X	X	X	X	X	X
Petrolia	0	0	0	0	O	0	0	0	0	x
Port Hope	X	X	X	X	X	0	0	0	0	0
*Port Perry	X	X	x	X	X	X	x	X	x	X
Ridgetown	0	0	0	0	0	0		0		X
Scarborough							0		0	
Scarborough	0	X	X	X	X	X	X	X	X	X
Shelburne	0	0	0	0	0	0	0	0	О	X
Simcoe	0	0	0	0	0	0	0	X	X	X
Smithville	0	0	0	0	O	0	0	X	X	X
Wardsville	0	0	0	X	X	X	X	0	0	0
Waterdown	0	0	0	0	0	0	0	x	X	x
Watford	0	0	0	0	. 0	X	X	X	X	X
*Whithy										
*Whitby	X	X	X	X	X	X	X	X	X	X
Winchester	X	X	X	0	0	X	X	X	X	X
Continuation Schools—										
Agincourt	0	0	0	0	0	0	0	0	_	76.7
*Drayton				0		0	0	0	0	X
*Drayton	X	X	X	X	X	X	X	X	X	X
Fenelon Falls	0	0	0	0	0	X	X	X	X	X
Lyndhurst	0	0	0	0	0	O	0	X	X	X
Mindemoya	0	0	0	0	0	0	0	X	X	X
Mount Brydges	0	0	0	X	X	X	X	x	x	x
New Hamburg	X	X	x	X	X	X	X	0	0	0
Palmerston										
Princeton	0	0	0	0	0	X	X	0	0	0
Princeton	0	O	0	0	0	0	0	0	0	X

**Ridgeway	x	x	x	X	x	X	x	x	х	x
Sparta	0	0	0	0	0	О	0	Ö	0	X
Thamesford	0	X	X	X	X	X	X	X	X	X
Thorndale	0	0	0	0	0	0	0	0	0	X
Wheatley	0	0	0	0	0	0	0	Х	X	X
Public and Separate Schools with Form V—										
Ancaster No. 5	X	X	. 0	0	0	0	0	0	0	0
Forester's Falls (6 Ross)	0	x	X	X	X	0	0	.0	0	0
Granton P.S., No. 7 Biddulph	0	0	0	0	0	0	0	0	0	X
Linwood R.C.S.S. No. 4, Wellesley	0	0	0	0	0	0	0	x	x	X
Manor Park S.S. No. 22, Westminster	0	0	0	X	X	X	x	0	0	0
New Toronto 20th Street School	0	0	0	0	0	0	0	X	. X	X
Savard Consol. (Charlton)	0	0	0	0	0	0	0	0	0	X
St. Anne's R.C.S.S., Kitchener	0	0	0	0	0	0	0	X	x	х
Swansea	x	0	0	X	X	x	x	X	x	x

*These Schools maintain Departments of Agriculture.

The following table gives the number of High Schools qualifying for grants since 1915:

4045	No. Schools	With Plots	Without Plots	4004	No. Schools	With Plots	Without Plots
1915	4.4		4.4	1921	0.4	4.5	
JanJune	11		-11	JanJune	21	17	4
SeptDec	15		15	SeptDec	28	17	11
1916				1922			
JanJune	15	1	14	JanJune	29	27	2
SeptDec	20	1	19	SeptDec	30	27	3
1917		-	-	1923			, and the second
JanJune	20	7	13	JanJune	26	22	4
SeptDec	21	7	14 .	SeptDec	33	24	9
1918	21	'	11	1924	00	~ 1	
JanJune	21	16	5	JanJune	37	26	11
		18	8	SeptDec	39	27	12
SeptDec	26	10	0	1925	39	21	12
JanJune	23	16	7	JanJune	44	30	14
	30	23	7	SeptDec	50	31	19
SeptDec 1920	30	23	,	1926	30	31	17
JanJune	32	29 .	3	JanJune	50	31	19
SeptDec	25	$\tilde{24}$	1	SeptDec	67	35	32
SeptDec	20	41		ocptbcc	0,	00	02

Courses are provided at the Ontario Agricultural College covering two summers of five weeks each. These courses were introduced in 1913, and the following list gives the number of teachers who have so far qualified each year for an intermediate certificate in Agriculture:

1914, 12; 1915, 10; 1916, 15; 1917, 15; 1918, 9; 1919, 21; 1920, 25; 1921, 24; 1922, 33; 1923, 20; 1924, 15; 1925, 12; 1926, 32.

Below are the names of those teachers who qualified in 1926:

Aitchison, Jessie B.
Bird, J. Norman.
Cavell, H. E.
Christopher, W. H.
Curtis, C. H.
Dundass, Clara.
Fydell, M. R.
Fydell, W. A.
Galpin, H. B.
Herniman, Edna.
Hill, Kenneth S.
Hiscocks, Wm. F.
Hutchison, R. A.
Klopp, Bruce J.
Lawrence, C. F.
MacKenzie, Ruth.

McCamus, L. D.
McEachran, Mary.
McVicar, Archibald.
Millar, Dorothy E.
Mole, W. H.
Morgan, J. C.
Mustard, Chas. A.
Nelson, A. E.
Richmond, Viva B.
Robins, J. J.
Scott, Frank M.
Sharpe, Ruth E.
Strickler, Bessie A.
Wallis, Gertrude.
Williams, L. J.
Worden, O. O.

^{**}These Schools maintain a class under the Vocational Education Act.

University Standing Summary, including Farm Mechanics and Specialists, with Degrees:

McGill	2	Western	4
Queen's	106	Victoria	3
Toronto	60	-	
McMaster	18		193
		Without Degrees	128

Normal Schools

Teachers-in-training for First and Second Class certificates receive some instruction in methods in Agriculture in the Normal Schools, and some practice-teaching in this subject in the Model Schools or other affiliated schools. The accommodation for laboratory work is very limited in all of the Normal Schools, partly because of the increased attendance as compared with the attendance at the time the buildings were erected. In these schools the teachers of Agriculture are exceedingly capable, and splendid results are apparent even with the limited accommodation and equipment.

Summer Courses

The attendance at these courses is increasing year by year, and the character of the work given by the Ontario Agricultural College and the Kemptville Agricultural School is very effective. Teachers seem to need this experience to round out their academic qualifications in order that they may prove efficient as teachers of rural schools.

The following table shows the attendance at the Summer Sessions in Agriculture since 1911:

Attendance at the Ontario Agricultural College Summer Courses in Agriculture

		Elementary				Inter	medi	ate		Inspectors		Farm	
Year		1		II		I		II	III	Par	ts	Me-	
William angung when the second	Men	Women	Men	Women	Men	Women	Men	Women	Men	I	II	chanics	Total
1911	8	75	1	16									100
1912	16	65	2	23									106
1913	14	64	5	36	23	4							146
1914	8	55	5	27	13	4	14						126
1915	15	39	5	18	17	1	9	1					105
1916 1917	11 15	99	9	31 81	15	3	14 13	2				10	183 276
1918	6	187	6	118	22	11	9	2	9	33	46	10	456
1919	16	155	6	160	9	19	14	7		52	34	10	482
1920	31	121	11	133	19	13	19	8		2	6	8	371
1 921	62	167	36	86	20	16	16	8	7	$\frac{-}{4}$		7	429
1922	54	175	27	151	10	11	14	15		6	4		467
1923	12	54	20	109	9	3	7	7	1	1	6		229
1924	6	37	11	40	7	4	9	5		1	1		121
1925	9	61	8	33	24	14	6	4	5	1	2		167
1926	19	55	14	50	19	10	19	10		3	3		202

A considerable number of those who enter Part I of the Course leading to an Elementary certificate, for some reason or other, do not complete the course by taking Part II. The following figures show the percentage of shrinkage and concern the classes at Guelph only:

				Number	completing	
	Numbe	er taking Part I			Elementary	Decrease
Year		Elementary	Year		owing year	per cent.
1911		83	1912		24	71
1912		81	1913		41	50
1913		76	1914		32	58
1914		63	1915		23	63
1915		54	1916		40	26
1916		100	1917		88	12
1917		158	1918		126	20
1918		193	1919		166	14
1919		171	1920		145	15
1920		153	1921		122	20
1921		229	1922		178	20
1922	* * * * * * * * * * * * * * * * * * * *	229	1923			
1923		66			129	44
1923			1924		51	23
		43	1925	• • • • • • • • •	41	5
1925	******	70	1926		64	9

Attendance at the Whitby Ladies' College Summer Courses in Agriculture

	Part I	Part II	
Year	Elementary	Elementary	Total
1919	70		70
1920	69	46	115
1921	80	50	130
1922	40	78	118
1923	8	40	48
1924		Discontinued	

Attendance at the Northern Academy, Monteith, Summer Courses in Agriculture

	Part I	Part II	
Year	Elementary	Elementary	Total
1920	23		23
1921	17	8	25
1922	15	18	33
1923	4	7	. 11
1924		Discontinued	

Attendance at Kemptville Agricultural School, Summer Courses in Agriculture

Year	Part I Elementary	Part II Elementary	Total
1922	64		64
1923	. 27		27
1924	19	19	38
1925	39	18	57
1926	28	27	55

To show that the teaching of Agriculture is appreciated by the trustees and others, a few statements are here given. These are taken from the Annual Report sent to the Department of Education.

S.S. No. 1, Nichol.

The garden was a decided success. Enough vegetables were grown to provide for the school lunch until Christmas. The pupils came during vacation and looked after the plots.

MYRTLE STAIT, Teacher.

S.S. No. 9, Bastard.

We are very much pleased with the work carried on in Agriculture and believe it is the best thing we can have to encourage pupils to take an interest in and perhaps make a life work of the basic industry of our country.

Trustees { Jesse Brown. R. C. Hoskin. C. G. Myers.

S.S. No. 3, Binbrook.
I think the Agriculture work in connection with the school is a splendid thing for the children and consider it is time well spent.

Trustee A. HILLGATHER.

S.S. No. 5, Caradoc.
S.S. No. 5, Caradoc, has a fine school garden, well laid out in plots and well attended to.
The teacher and pupils deserve credit for the interest they have shown in Agriculture.

STANLEY E. TROTT, Sec'y-Treas.

J. B. Dandeno, Inspector of Elementary Agricultural Classes

Toronto, December, 1926.

APPENDIX H

REPORT OF THE INSPECTOR OF PUBLIC LIBRARIES

Following is a report of the Public Libraries Branch for the year 1926, and the statistics, etc., of the public libraries of the Province for 1925; also a statement of the grants paid in 1926 to public libraries.

Summary of Progress

- 1. Ontario has 505 public libraries on the 1926 list, an increase of nine over 1925.
- 2. The recorded patronage of public libraries shows an increase of 943,233 books borrowed, bringing the total circulation to 10,179,374 for 1925.
- 3. One-third of the population (largely rural) is still without local public library service. Slight progress was made in reducing the number of bookless communities by the establishment of nine new libraries, and by carefully placing 354 travelling library stations.
- 4. Expenditure for books by public libraries was increased by \$15,000 in one year and is still inadequate to meet the needs of the large patronage of the libraries.
- 5. Two new public libraries were erected, one was enlarged and remodelled, and several buildings were either purchased or leased for the improvement of library accommodation.
 - 6. The Ontario Library School trained thirty students for the library field.
 - 7. The Ontario Library Review was published quarterly as usual.
- 8. The Inspector of Public Libraries was appointed on the permanent Adult Education Board of the American Library Association after having served on the Commission on the Library and Adult Education during the years of investigation. He was also appointed a member of the advisory committee on professional training for librarianship.
- 9. Several of our libraries have been giving attention to adult education by co-operating with other adult education agencies and by introducing independent programmes.
- 10. The travelling library service has reached the maximum of its possibilities with its present organization and equipment.
- 11. Toronto was chosen as the 1927 meeting place for the American Library Association. Dr. George H. Locke, Chief Librarian of the Toronto Public Library, was elected president of that international organization in October, 1926.

Ten Years Ago and Now

Public libraries and many other forms of public service may show a certain degree of advancement from year to year that may mean little or may mean much, whereas a background of five, ten or twenty years may bring out in a striking manner the trend of an institution's development. The following pairs of statements are presented in order to bring out comparisons and contrasts:

TEN YEARS AGO

Ontario had 395 public libraries. Circulation (1915) was 4,947,282.

Total expenditure by public libraries, \$553,915.

Expended for year's purchase of books, \$67,000.

Legislative grants (1916) \$31,233.

Population with public library service, 1,530,538.

Travelling library stations, 115. Very few trained librarians and assistants.

Had no regular library school.

Not more than four or five trained children's librarians.

No regular means of disseminating library information and adequate advice on bookselection.

Now

Has 505 public libraries. Circulation (1925) was 10,179,374. Total expenditure (1925) \$1,094,954.

Book Expenditure (1925) \$201,516.

Grants (1925) \$47,885. Now 1,834,199 people served.

Travelling library stations, 354. Ontario has now 375 trained librarians with academic standing of matriculation to university graduation.

Has a library school established on a permanent basis.

Fifty library assistants have specialized

in work with boys and girls.

The Ontario Library Review is issued quarterly for the purpose of informing librarians and trustees. A book-selection guide gives an annotated list of approved books suitable for public library purchase. A copy reaches every librarian, library assistant, and library trustee in the Province.

Adult Education and Ontario Public Libraries

Library service in the interest of adult education is a subject that has been attracting the attention of librarians and leaders in the adult education field for the last few years. References have been made in former reports and in departmental publications to my work as a member of an international commission on adult education. The aims and objects of the investigation have been outlined in those documents. The enquiry has been completed and the report of the commission issued, and I feel that I should present a brief statement on the public libraries of Ontario in their relation to adult education. I will comment on the problem as a whole, and make reference to some of the interesting experiments that were tried in our libraries in the year 1926, and point out a few necessary conditions that should be created in order to make possible the working of a satisfactory adult education programme by the public libraries of Ontario.

Experience on both sides of the Atlantic has convinced all who have studied adult education conditions of the need for emphasizing that all who wish to promote even a single type of adult education agency, should become familiar with the principal types of agencies offering educational service to adults and to older boys and girls out of school. We have lost no opportunity for advising our librarians and library trustees to make use of the reports on the adult education enquiry in Great Britain and of the report that was issued in the interest of the libraries of Canada and the United States. The last mentioned document contains a chapter which I prepared in the interest of Canadian libraries. This chapter was reprinted in the Ontario Library Review, November, 1926, and distributed freely to the libraries throughout the Dominion. I am convinced that librarians and trustees who are responsible for local library service will never formulate a satisfactory library programme in the interest of adult education without becoming informed to some extent on the subject of adult education as a whole.

All public libraries should give attention to two forms of adult education library service: (1) assisting in meeting the book needs of local students who are receiving instruction from other adult education agencies; (2) giving direct service to those who wish to engage in serious study. This means that a library should have a programme for co-operative work and one for independent work. A

local board with its librarian must needs study local adult education agencies, the kind of work they are doing and the way they are doing it, in order to discover the library's place in supplying the book needs of teaching agencies and of self-organized groups.

Direct service is a subject that presents several considerations: (a) The extent to which the library can go in advising and supplying the book needs of individuals; (b) the possibility of enlisting the goodwill of local specialists to assist in elaborate advisory work; (c) the extent to which the library might reasonably expect to benefit from printed information on advisory work and from cooperation with other public libraries in relation to advice and book exchange; (d) the extent to which the local library could develop its work with the assistance of a central bureau capable of giving information and advice and possibly loans of books that come outside the range of the library's collection; (e) the developing of the right kind of talent for assisting serious students.

Several of our libraries are giving attention to adult education service and some interesting experiments are being made; a few of the more notable examples are worthy of mention here.

Toronto-Intensive experiments have been made in the public library. Dr. Locke's policy has been to select items in his programme and make an intensive application of them. The Beaches district was selected for developing certain services with the object of reaching the whole community. Steps were taken by the librarian, Miss Jessie Rorke, to make the library a community centre for persons interested in literature, art and the drama, and for promoting interest in systematic reading. Well attended monthly meetings are reported, at which specialists gave lectures on literary subjects. Canadian literature received special attention. Exhibits and lectures contributed to the interest in art. Lectures and readings by library patrons were a feature in the interest of the drama. Two plays were given in the library during the year, and three plays each month were acted without stage equipment. Nine courses of systematic reading were prepared and placed before the patrons of the library. All of them were used and there was a large demand for advice on the selection of books on business subjects, psychology and literature. Toward the close of the year a business girl's club was organized at the library.

Miss Annie Millar, of the Western Branch, has developed special services for boys and girls of high school age. A room was equipped as a reading room for high school students and young people of the same age who had left school. The chief librarian is especially pleased with the results which have been attained in encouraging good habits in reading and study. The success of this work at the Western Branch is responsible for the introduction of high school sections in other branches in the Toronto library system.

Reading courses and co-operation with a business concern were assigned to the College Street Branch. The use of courses of related reading was promoted in an aggressive manner in order to discover the feasibility of giving extensive service in this line. The experiment in co-operation was tried with the Bell Telephone Company, and the results were very pleasing to both the library and the company. The first co-operative undertaking was wholly in the interest of the study of telephony. A library assistant and a representative of the company prepared the necessary advisory documents which enabled employees of the Bell Telephone Company to study any one or more of the several phases of the subject of telephony. The second extensive trial was on a subject of more general interest and with less of the vocational aspect.

Ottawa—A considerable amount of serious work in the interest of adult education has been carried on in this city for a long time. The librarian, Mr. W. J. Sykes, reminds us that all well directed library service is adult education. I think we will all agree with his statement. In addition to the well directed work which has been in vogue in this library for many years, Mr. Sykes has not only developed some new adult education services in an independent way and in co-operation with other institutions, but his work in preparing reading courses has been of value to Ontario public libraries at large. This library placed a note in the Ottawa newspapers to the effect that the librarian would be in his office certain evenings to discuss with and advise persons wishing to pursue definite lines of study. There was a response to this invitation and, while the librarian expected a larger number of visitors in quest of assistance, we take the view that the work was quite worth while, on the ground that every aimless reader who becomes a serious student, has not only gained a great deal himself, but he becomes a greater asset to the community.

In preparing reading courses in literature, a branch of study in which he is a specialist, and in writing on the subject of reading courses for publication in the *Ontario Library Review*, Mr. Sykes has performed a good service for the Department of Education and for our library field as a whole. Amongst other adult education services rendered by this library may be noted co-operation with the technical schools of Ottawa; preparation and distribution of selected lists of books, notably in history and science; and co-operation with university extension classes. The Workmen's Education Association, and other adult education groups, have used public library rooms for classes for several years, and the librarian has frequently served as an instructor in English and history.

London—The librarian, Mr. Richard E. Crouch, was engaged in university extension work before he was appointed librarian at London; therefore, he possesses an intimate knowledge of part-time education as given by universities to extension, extra-mural and summer-school students, workmen's education groups, etc. This library has been working in close co-operation with the University of Western Ontario. Mr. Crouch is strongly of the opinion that a city library should have amongst the assistants on its staff a few trained librarians with specialized knowledge of the literature in those branches of learning in which adult students are most interested. His plans call for a system of private study on the part of certain members of his staff. The assistants who will direct their attention toward becoming specialists in readers' advisory work have chosen branches of study in which they have already had a certain amount of academic training. As an example of what is to be done, I cite the proposal concerning the social sciences. Mr. Crouch is himself a specialist in this department; he will direct a systematic study and enquiry on the part of an assistant that will add to her ability to assist and inform readers who need advice on books pertaining to sociology. The same idea will be carried out for history, art, natural science, and literature.

While this phase of the London programme is receiving attention there will be a further development in the library's co-operation with workers' education, university extension, evening classes, etc., as well as special services to individuals wishing to follow particular lines of study.

North Bay—The report from the public library as presented by Miss Jean Davidson, librarian, shows that a definite, well planned programme was made and put into effect. I quote the following from the report:

1. A survey of adult education agencies in North Bay was made: Normal School; Collegiate Institute; St. Joseph's Academy; business college; evening industrial classes; classes for prospectors under the authority of the Department of Mines; Women's Canadian Club; I.O.D.E.; Lion's Club; Rotary Club; Horticultural Society; Agricultural Society; university extension classes; engineering classes.

2. Co-operation has been arranged with the following: University extension groups; Stationary and Hoisting Engineers in supplying books required by candidates for examination, and free use of library rooms for examination

purposes; the I.O.D.E.; the city schools.

3. Readers' advisory work in assisting individuals in the selection of books for serious study, and especially in arranging courses of related reading has been further developed. The use of standard reading courses was encouraged as well as courses that were prepared locally.

4. Special service was given to serious students living outside North Bay, notably to teachers taking extra-mural university work and to persons needing

material for the preparation of addresses.

Windsor and Walkerville—The public libraries in these two places are doing considerable work together in the interest of adult education. These libraries have been carrying on an aggressive campaign for systematic reading and home study, and have received a great deal of encouragement from institutions engaged in adult education. They have enlisted enthusiastic allies in Canadian, Rotary and other clubs. A number of standard reading courses, particularly some of Canadian origin have been used to good effect. An especially commendable policy has been adopted for reaching young people. Contacts have been made with the teachers of the several schools. The two librarians are strongly of the opinion that, if the library habit is formed by boys and girls, they will be likely to extend their education in after school days. Miss Agnes Lancefield, of Windsor, and Miss Annie I. Hume, of Walkerville, have submitted informal reports to the Department. The nature of the work launched by their libraries is such that very little can be reported until time has played some part. Seed sown in adult education rarely bears visible fruit in a short period.

Kitchener—Miss B. Mabel Dunham, librarian of the public library, in her report makes reference to an interesting adult education service for the benefit of foreigners who are unable to speak English. This is given in co-operation with teachers of evening classes and to individuals who call at the library. A careful study has been made of books in easy English for the purpose of forming a special library to assist new Canadians in gaining a knowledge of the English language.

Letters have been sent to boys and girls about to leave school pointing out the opportunities that are at their service in the library for extending the education gained in school. A special room has been equipped for boys and

girls of high school age.

Contacts have been made with clubs such as the Rotary, Kiwanis, etc. The latter organization's work in the interest of adolescent boys has given the library opportunities for co-operation. The Rotary Club is assisting the library in promoting interest in books pertaining to Confederation; many other organizations will be enlisted to help the library in drawing attention to Canadian historical works during the year of the diamond jubilee of Confederation.

Considerable publicity work of a direct character was carried on during 1926, a large part of which was vocational. An example of the latter type of

work was the compilation of a reading course on the rubber industry. The lists were taken to the rubber factories and the companies inserted a copy in each of the pay envelopes. Other brief, carefully selected lists were prepared by the librarian on the following: Wireless and Radio, Business, What to read about Canada, Electricity, Travels in Canada, Books for the housekeeper, Standard biographies, Great and near great fiction, and the World of missions. The latest compilation by the staff was a selected list of Canadian books for boys which was issued under the following headings: Pioneer Life, Historical Stories, Indian and other Legends, Everyday Stories, Animal Stories, Poetry, Out-of-door Life, Stories of Adventure, Nature Books, Biography, Description and Travel, and History.

Peterborough—A considerable amount of co-operative work has been reported by Mr. F. M. DelaFosse, librarian. Work is being accomplished with the Shakespearean Society, the Fortnightly Club, the Women's Art Association and the Canadian Electric Company; this latter service for the purpose of assisting employees in vocational study. Work was begun with several service clubs and similar organizations largely for the purpose of interesting the members in encouraging good reading habits on the part of boys and girls.

The library has given service to students in the country in the neighbour-

hood of Peterborough.

A considerable amount of publicity work in the interest of adult education has been carried on through the newspapers and by means of addresses to societies and church organizations.

Stratford and Woodstock—These two libraries are interested in launching programmes in the interest of adult education. Both have reported co-operation with university extension classes. Woodstock gives free use of a library lecture room for university and other adult education classes.

Owen Sound-Miss Mary Flarity, librarian, reports progress:

1. The library is serving a number of persons who are taking extra-mural courses in universities, amongst them are a few teachers who are studying for bachelor of arts degrees.

2. Study groups are receiving special service.

3. A number of standard reading courses have been offered to the public, and there has been an encouraging response. Courses received from the Public Libraries Branch have been used to good advantage, and courses have been prepared locally.

Miss Flarity refers to the need of more co-operative work amongst Ontario public libraries and the need for advice and help from the Department of

Education.

Preston and Norwich—A town and a village deserve the following comment: Miss Florence Cameron, librarian of the Preston Public Library, has given considerable attention to the adult education opportunities that lie before her library. Selected courses from the standard series issued by the Adult Education Commission have been used to good advantage. A course of study in Canadian history supplied by the Public Libraries Branch and four reading courses in English literature prepared by Mr. Sykes of Ottawa were offered to and used by the public. Co-operative work has been arranged with the Preston Technical School.

Mrs. M. J. Addison, librarian at the village of Norwich, applied to the Public Libraries Branch for information on standard reading courses. We hope to gain knowledge of the possibilities of library service to adult students amongst the rural and village libraries of the Province through progressive librarians like Mrs. Addison.

Leadership Needed in Adult Education Work

Like people engaged in other kinds of work, librarians and library trustees are not all blessed with the power of initiative or with progressive tendencies. Coupled with this inevitable condition, a large proportion of our libraries are in small communities where the library's income is very meagre and the librarian is a part-time worker. Central leadership is probably more needed in the library field than in the educational institutions that can afford a trained worker in every community. The progressive library here and there can render a fair quality of adult education service, but the great majority of our communities, including not only rural districts, but towns and cities will fail to give reasonably adequate service to serious students if left to their own unaided resources. The investigations of the Commission have shown that the best equipped library needs central assistance and the advice of specialists as well as the benefit of co-operative undertakings.

My Canadian chapter in the Report of the Commission refers to provincial leadership. Attention is drawn to the British report on the investigation into adult education which was made on behalf of the British government. There a statement is made to the effect that an adult education scheme is a "permanent national necessity," and that plans for the development of an adult education scheme should provide for a solid foundation in the belief that adult educational opportunities ought to have a place in educational programmes for the future.

The considerations for a Canadian programme which I prepared in the light of the two years of investigation include a number of recommendations to local public library boards. Item number 4 contains the essential features of a satisfactory provincial programme. Ontario has already provided some of the necessary conditions for the development of satisfactory adult education work. We have a first-class library law in the Public Libraries Act. It contains all the features required to enable library boards to give adequate service to their communities, and it gives the Minister of Education wide powers for the encouragement of public libraries including service to libraries in their advisory work. We have surveyed our adult education field. We have a Public Libraries Branch; Travelling Libraries and the Ontario Library School, and in a small way other kinds of service that would contribute materially to the development of adult education if there were a more vigorous application of them. The outstanding needs for this work in our public library are as follows: (a) The strengthening of the Public Libraries Branch to provide larger and better advisory service, (b) an extension of our professional training school, (c) provision for central book service to assist average and smaller libraries and isolated students; Ontario is notably weak in this respect.

Travelling Libraries. Library School

Travelling libraries are giving the maximum service that our present conditions will permit. We can expect very little increase in this work without making larger provision in the form of more extensive accommodation and more personal service. All applications were filled during 1926. Present

conditions simply mean that it would be unwise to popularize further the travel-

ling library service.

The Ontario Library School is doing good work considering the length of the course, the first week in September to the third week in December. The Province is now ready for an academic year course, and I believe it would be wise to establish a summer course that would serve librarians of small public libraries and teachers who wish to gain knowledge of modern librarianship.

Statistics

I present on pages 261-269 a statement of the statistics of the Public libraries of the Province.

W. O. CARSON,
Inspector of Public Libraries.

Toronto, February 9th, 1927.

APPENDIX I

REPORT OF THE INSPECTOR OF AUXILIARY CLASSES

The number of Auxiliary Classes for abnormal children in Ontario and their distribution is as follows:

Training Classes—Belleville, 1; Brantford, 1; Brockville, 1; Chatham, 1; Cobourg, 1; Galt, 1; Guelph, 2; Hamilton, 9; Kitchener, 2; Leamington, 1; London, 7; Midland, 1; Ottawa, 4; Oshawa, 1; Owen Sound, 1; Peterborough, 1; Parry Sound, 1; St. Catharines, 2; Startford, 1; Toronto, 51; Walkerville, 1; Welland, 1; Windsor, 4; York County, 2; Windsor Separate School, 1.

Sight-saving—Hamilton, 1; London, 1; Toronto, 3.

Orthopedic—Toronto, 2 classes; Ottawa, 1 class; Toronto, 4 visiting teachers. Hospital—Toronto, 4; London, 1.

Open Air and Forest Schools—Toronto Separate Schools, 2; Toronto Public Schools 3 and 2 forest schools.

Preventorium—Hamilton, 1; London, 1; Toronto, 2.

Lip-reading—Toronto, 1; Visiting teachers, Toronto 2; Hamilton, 1.

Institutional—Toronto, 4.

Promotion—Hamilton, 2; London, 2; Ottawa, 6.

Special Industrial—Toronto, 20.

This makes a total of 165, being an increase of 16 during the year.

Auxiliary Class surveys have been conducted in the following places: Cobourg, Birchcliffe (York County), Bowmanville, New Toronto, Parry Sound, Rawlinson (York County), Southampton, Waterloo, Whitby, Weston, Toronto and Ottawa.

With better knowledge of the situation and longer experience the character of the work in all types of classes is becoming steadily more efficient.

Orthopedic Classes

In 1925 the Auxiliary Class Regulations were amended to provide a grant of fifty per cent. of the cost of transportation of a child to an orthopedic class. Under this amendment in 1926 Toronto established two classes and Ottawa one class for crippled children. The children are carried in and out of the bus and, in the classroom, are provided with chairs and other equipment suited to their respective needs. They remain at school for lunch. There have been no accidents; there has been a full attendance and the results are most gratifying, far outweighing the extra trouble and cost involved.

Advancement Classes

The average age for pupils to pass the high school entrance examination is above 13 years. This examination is sometimes passed by a child of only ten years. A standardized intelligence examination test usually reveals that this child has an I.Q. or Intelligence Quotient of at least $\frac{13}{10}$, i.e., of at least 130 per cent. Speaking generally, in the schools the children having an I.Q. above 130 per cent. would constitute nearly one per cent.

The Auxiliary Class Regulations for Ontario since 1914 have provided for the establishment of "advancement" classes for children of this type. The proposal is to place 32 of these children in a class under a teacher with special aptitude and preparation for this work, and give them in addition to the ordinary school course of study (or a modified equivalent) a certain amount of cultural training to prepare them for leadership in after life and at the same time allow them to go forward in their regular work at their natural speed without hindrance.

Perhaps the greatest advantage of such procedure is that it would relieve the normal children from discouragement and would narrow the span of mentality of the ordinary school class by about 25 per cent. It would allow the gifted children to cover all the course of study and be promoted when they should be, instead of skipping grades as is often the case, or being held back by slower pupils. It would afford an opportunity to give better attention to their physical health, thus saving the most gifted for public service. It would also afford an opportunity to discover in what ways their special gifts might be developed. It would prevent them from forming habits of laziness and from a conceit likely to be engendered in the pupil who is always the brightest in the class.

There are also children (not necessarily of very high I.Q.) who by nature are fitted to become renowned in some special field of activity, social, mechanical, musical, etc., who require to be selected by other special tests and trained in a way best to develop their natural bent.

From time immemorial, gifted teachers have discovered gifted pupils in their schools or classes and have given them extra attention, often after school hours or at their own homes.

It would be interesting to know how many of those who have reached and maintained positions of eminence in the realms of literature, art and science in the educational, political, social and economic worlds have attributed their successful achievement to the fact that during school life they came under the spell of a gifted teacher of strong personality who with prophetic insight discovered that the child possessed unusual aptitudes and powers and while taking him carefully over the beaten tracks of the historic school curriculum allowed him to tread them rapidly at his natural speed and then instead of asking him to sit down and wait for his slower comrades led him far afield to more strenuous individual effort, wider horizons and more complex problems.

It would also be of value in preparing courses of study if we knew what forms of special assistance they had found to be of most worth.

Classes for gifted children have been conducted elsewhere for a number of years. For example, in the United States, after some ten years' experience, there are now 45 cities with classes for specially gifted children; Cleveland alone has 16 classes.

The course has been enriched by the addition of such subjects as supplementary reading, French and group activities of various kinds. In Ontario for at least half a century gifted pupils in many schools, particularly rural schools, have been promoted when ready to go forward. In many others they have been allowed to skip grades. Recently a number of city schools have graded their pupils into three ability groups, high, medium and low.

The chief difficulties to be overcome in the establishment of special classes for gifted children are the provision for the extra cost involved, the selection of a satisfactory course of study and the securing of a teacher born and trained for this special work. Great care should be exercised to have a well informed

sentiment in favour of the innovation on the part of local school board and staff and to avoid anything which would attract public attention or emphasize the difference between these and other pupils.

A Confidential Provincial Survey of Institutional and Special Class Children

It can be demonstrated that in any area of dense population where all the children of an auxiliary class can walk to the school the advantages of special training can be secured at practically the same cost as would be incurred by leaving the child in the ordinary school grade. During the past six years Ontario, beginning with its largest cities, has rapidly established classes in cities and towns until the point has been reached where nearly all areas where transportation is unnecessary are being provided for or will be in the near future.

In the case of villages and rural districts where transportation is necessary there must also be co-operation of several school boards in order to establish

a class.

We are therefore now faced with the question what can and should be done for the abnormal children who would require transportation to an auxiliary class and who reside in different school areas. Their number and needs are probably quite as great as of those who are now being provided for. On educational, economic and social grounds it is desirable, that as a first step in the solution of the problem, the number and location of all Ontario children under 21 years of age who should be placed in special classes or in an institution, be found.

The inspectors and teachers of the Province not only have much of this information already available but are so situated that in their work they can make a further study of the situation without serious inconvenience and without additional cost.

They are by natural aptitude, training and experience specially fitted to undertake such investigation. The survey can be carried on privately without attracting public attention and can easily be repeated. When classes are subsequently established they automatically become an organic part of the

school system similar to a regular class.

It was therefore decided to make a general confidential survey of the Province with the assistance of inspectors and teachers. As a preliminary the inspectors of the province held four conferences at London, Ottawa and Toronto (2), and devoted three days to the study of intelligence tests, auxiliary classes and institutions for the care of children. The lecturers were the Chief Inspector of Public and Separate Schools, the Auxiliary Class Inspectors, the Director of Child Welfare and the Professor of Educational Psychology of the University of Toronto. The plan of procedure of the survey was carefully worked out at these conferences and at the conclusion of each conference a unanimous vote was passed suggesting that it would be well if similar conferences could subsequently be held.

The Auxiliary Class Inspector visited the Normal Schools and addressed the students on the subject of abnormal children. The inspectors at teachers' conventions or at other meetings, discussed the proposed survey with the teachers. Blank forms were sent out to the inspectors to be filled in by the teachers. A summarized report of each inspectorate was subsequently sent by

the inspectors to the Department.

Inspectors and teachers everywhere have undertaken the work with an energy and enthusiasm worthy of the highest commendation. An interest in child study has been aroused which, apart from survey results, will be of inestim-

able value. Teachers are understanding their pupils better than before, and, knowing their individual needs, are becoming better prepared to render each child more adequate assistance in the development of all that makes for efficient citizenship.

The reports indicate that the inspectors and teachers have exercised great care in collecting information and that the findings are sufficiently accurate

to form a working basis for future procedure.

The total number of cases reported for special classes is 8,213 and the total for institutions 1,036.

The report suggests many interesting questions. For example, what can and should be done for the 2,464 special class children who are reported from Rural Schools? Could Normal School students be trained to more accurate diagnosis and more satisfactory treatment of the abnormal child who continues to attend his home rural school? Would it be possible to have him receive individual lessons at his own home given by a visiting teacher from the neighbourhood, e.g., the teacher of the school or a qualified parent? Could lessons be given him by a specially trained visiting teacher appointed for the township or district? Could a special class be organized in a village and cases from surrounding rural districts be brought in on Monday morning and returned to their homes on Friday night? Similarly of the 454 institutional cases reported from rural and 582 from urban districts, how many can be properly cared for at their own homes without cost to the country and what provision should be made for the remainder?

S. B. SINCLAIR.

Toronto, March 1st, 1927.

APPENDIX J

REPORT OF THE PROVINCIAL SCHOOL ATTENDANCE OFFICER

Attendance is the fundamental factor in the educational fabric. We must have schools and curricula, teachers and supervisors, organizers and executive agencies, but it is for the child that the entire structure, both physical and human, exists. The school with the teacher in place is the unit of the system and it is for the administrative body to see that it is distributed as widely as the need. But, grant this postulate, and it still remains that even the 100-per-cent. teacher fails altogether to function for the absent child and less than half for a shifting 50 per cent. attendance. The child *present* is the key to service and efficiency.

Further, it is for him that the state has made its vast and growing investment in education; for him it has built up its elaborate organization, province-wide in scope, founded on principles that are the product of centuries of study and experience, systematized to the last degree and manned by the most skilled and best-trained teachers and directors it can supply. Would it not be a travesty if, with the stage full set, the child for whom all existed should prove elusive and evade its grasp? On his presence depends not only his own ultimate success in life, but, as well, the security and progress of the state itself, which is devoting its means and energy to this end. Should it not, therefore, aim to bring the last child within the range and play of the educational forces which it so generously provides?

On the ground of ethics and of social justice every child is entitled to an education commensurate with his capacity and his needs. To make this possible the state has thrown down the barriers, both social and financial, of race and class and creed as far as conditions will allow. It has made easy the way of access through free institutions where each parent pays only in proportion to his power. It is fast bringing its programme up to the measure of its ideal that no child be denied. It might well be conceived that, under these conditions, there would be but few children who would not find their way to school. The natural influences operating upon them,—parental care, the sense of need, the force of custom and the social urge might be deemed sufficient. But there are limitations, both physical and human, that all the forces available cannot altogether surmount,—personal handicaps of the child, isolation of home, climatic and geographical conditions, and, not least, the failure, too often, of parental responsibility to function as it should.

Just here the Attendance Act, as a wisely devised measure of support, comes into play. Taking due cognizance of all insurmountable limitations, it is designed to remove obstacles and to supplement and strengthen all positive forces that surround the child, and thereby to convert the needful and possible, in the way of school attendance, into the real.

The Attendance Act

The Act does nothing more than crystallize the general will of the intelligent citizenship of the province in relation to the school rights of the child and give it working form. The simple machinery that has grown up under it is in the way of a practical guarantee that the growing child shall have a chance. "Every child between eight and fourteen years of age shall attend school, etc.," is not in

essence an arbitrary encroachment upon parental liberty; it is the child's own declaration of rights, worded from the standpoint of the state—a sort of magna charta of his claims upon home and community and state. It is the legal instrument whereby the inarticulate voice of the helpless child finds expression, calling in due time to the protective forces about him to forefend disaster from him in the days to come. Prior to this formulation of his rights in law, he might, in his innocence, and with his parents' connivance, follow his own whims, and become the sport of chance or the prey of ulterior forces to his own undoing. The words of the compulsory clauses of the Act simply record in terms of time the minimum which the child needs of mental and moral equipment to fit him for the battle of life.

Attendance in Relation to General Population

What actual service has the Act rendered in this direction? Since the reconstructing of the original Compulsory Education Act in its present form, a

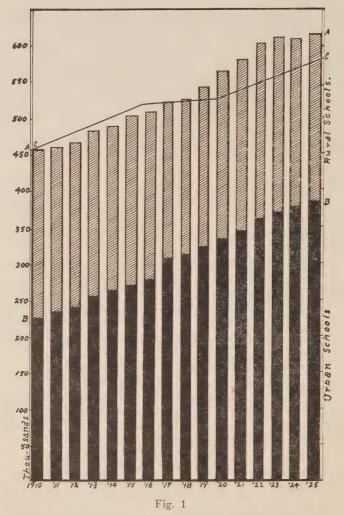


Figure 1. A-A Increase in total enrolment of all Public and Separate Schools, 1910-1925.

B-B Increase in total enrolment in Urban Schools.

C-C Increase in provincial population reduced to a common base with A-A.

new impulse has been given to the movement for larger and more regular attendance. The facts are graphically presented in the preceding diagram:

This figure furnishes an illuminating study. There is an increase in total school enrolment of 154,881 from 1910 to 1925. The urban increase accounts for 148,373 of this number, leaving only 6,477 for rural increase during the period. Otherwise expressed, whereas in 1910 the rural and urban school populations were almost on a par, by 1925 they stood 39 per cent. to 61 per cent. of the total, respectively, a gain of 22 per cent. for urban areas. It is evident that the city-ward movement is going on apace of both the local rural population and the newcomer to the province.

Equally instructive is the relation between the growth in general population and that of school enrolment. From 1910 to 1915 the school failed slightly to hold its ground with advancing population. During the war years, when immigration ebbed and a heavy draught was made on adult population, the school caught up with its task. In 1920-1925 it forged ahead and far outstripped the increase in general population, showing that the school was not only caring for the full quota of increase, but was garnering in many who had hitherto eluded the claims of the school upon them.

Enrolment and Average Attendance

Urban centres, by reason of their compactness and the accessibility of schools and homes, present a minimum of difficulty for the child, and admit of close co-operation of attendance staffs with teachers and parents where action is required. But rural areas, by way of comparison, present quite a different problem, to their disadvantage. In rural sections climatic and geographical conditions count against the child and obstacles meet him which cost both time and courage to surmount. In the districts and less settled parts of the counties these material handicaps reach a maximum and the school rating must suffer by comparison with that of urban areas and the better settled counties.

Each class of school shows a steady and appreciable increase in average attendance, the district schools leading in the uniformity and range of improvement. The spread between the classes in 1910 is gradually narrowing, the rural schools rising in efficiency and approximating the higher grading of the urban schools. A stationary condition is registered during the war years. The sudden drop in 1918 is due to the fatal wave of influenza which swept the province in that year, the district schools suffering less than the county schools because of the isolation of the territory. The rapid rise in 1920-1925 is due partly to recuperation from the war, but more expecially to the efficient application of the Attendance Acts, which came into operation during that period.

A truer index of the character of attendance is the relation between actual and possible aggregate. The latter figure simply eliminates impossible attendance from the calculation and considers only the time a child can and should attend. The upper series of graphs indicate the average percentages on this basis for district rural, county rural, and urban schools. The data for this calculation was not available before the year 1921. It will be noted that the spread between the three classes is still further narrowed. A striking fact is that district schools have surpassed the county schools in the attendance average for 1925. On the whole the conditions are commendable.

The following diagram shows the percentage average by years of each of the aforesaid classes of schools from 1910 to 1925 inclusive:—

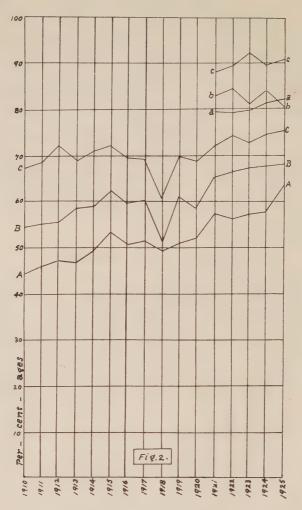


Figure 2. A-A Percentage of average to total enrolment—District Rural Schools.

B-B Percentage of average to total enrolment—County Rural Schools.

C-C Percentage of average to total enrolment—Urban Schools.

a-a, b-b, and c-c Percentages of above classes of schools, based on relation of actual to possible attendance.

Attendance of Adolescents

The care of the adolescent is pressing more and more insistently upon the school. The psychologist first taught the lesson but his warning was scientific and doctrinaire and fell upon dull ears. Then the social worker and the criminologist brought home the lesson by placing partly at the door of education the responsibility for anti-social and criminal tendencies which threatened the comfort and security of the individual, the home, and the state. It is only now that we are responding. The Adolescent School Attendance Act is, in part, the answer. What, then, are we actually doing for the adolescent child in terms of retaining him under the salutary influence of the school till self-dependence and

self-control take their rightful place in his being? The following diagrams indicate the place he now holds in the regular school system:

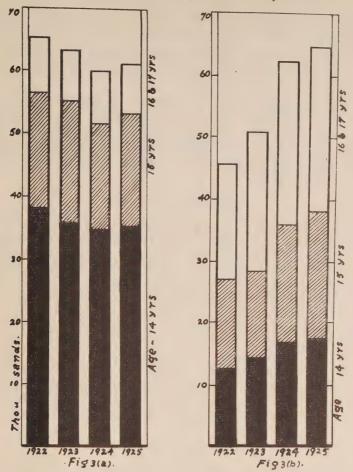


Figure 3 (a) Total enrolment of pupils 14 years, 15 years, and 16 and 17 years of age in Public and Separate Schools.

Figure 3 (b) Total enrolment in Secondary Schools, (High, Continuation, Day-Vocational, and Fifth Classes).

The columns are so arranged as to avoid overlapping, that is to say, the columns of figure 3 (b) follow in succession the corresponding columns of figure 3 (a) and include those adolescents who have passed into secondary schools, and who are, therefore, omitted from the corresponding columns of figure 3 (a).

The following table will indicate more specifically the facts for the year 1925:—

	Aged 14 years	Aged 15 years	Aged 16 and 17 years	Totals
Public and Separate SchoolsSecondary Schools	35,505 17,660	18,375 20,341	7,444 24,600	· 61,324 62,601
Totals	53,165	38,716	32,044	123,925

The following facts emerge:

(1) the comparative equality in the total number of adolescents in Primary and Secondary

(2) double the number of adolescents 14 years of age remain in Primary Schools, even after High School Entrance graduates are transferred, equalization taking place only at the

(3) adolescents constitute a very large percentage of the total school enrolment, viz., 12 per cent. of the Primary Schools and 74 per cent. of the Secondary Schools;

(4) few of the adolescents are eluding the grasp of the system up to at least 15 years of age.

In view of the large number of adolescents in primary schools, a question may naturally obtrude itself. They are pyramiding between the Senior III and Senior IV grades. Are they getting the type of work best suited to them at present and of which they can make the most when their school career closes? If not, what reasonable provision can be made for those who are stalled before reaching High School grade?

Part-Time Education

Part-time education is designed to bridge the gap between the school and the vocation, the world of learning and the world of labour, for all those who are compelled to step out of school at an immature age into the working world. Home needs or the claims of honour and self-respect may demand the youth's personal earnings for his own support or that of others. He should be tided over this transitional stage with reliable counsel, definite guidance, and vocational instruction closely co-ordinated with his peculiar type of occupational employment till he passes this critical period of his career. Essentially he must be fitted for self-dependent and intelligent citizenship. The school, the home and the employer must, in the interest of the youth and of the state, join hands to this end. The organization of such a system is a matter of thought and time but it is gradually being realized. The numbers under such instruction have risen from 575 in 1921 to 2,743 in 1925 and new centres of population are being added to the list yearly which make adequate provision for this purpose.

The Unschooled Child

Caring for attendance in a province so diversified in surface conditions and settlement as is Ontario, signifies much more than merely devising ways and means of bringing the maximum number of children for the maximum time possible to the schools established at pre-determined points in certain prescribed areas. Under statutory requirement, land holdings may be recorded and census-taking of residents completed to the last child, and yet hundreds, if not thousands, of children of school age fall outside the census-taker's ken and compass. This is especially true in the districts. The vanguard of the forward march of settlement is far out on the frontiers, staking grounds for the homes of future generations. A complete system of child-accounting will not omit from its lists these needy ones. This we are endeavouring to do by providing educational facilities that cannot always fall within the conventional system. Home correspondence has been organized for isolated families whose location denies them all possible contact with schools and teachers, and it is now a boon to over three hundred children so situated. Another typical grouping of families, similarly unprovided for, is at intervals along our thousands of miles of railways in Northern Ontario. Here the right-of-way railway "gang" repeated every six miles, is the nucleus, often augmented by bushmen, jobbers, trappers, small farmers and others who prefer the wilderness to life on the travelled ways. This

situation has been met by the unique device of the travelling railway school car, equipped fully and comfortably with teacher's living room, kitchen and school compartment, the railways co-operating generously in the service. The system has fully demonstrated its value and is bringing social and educational betterment to many homes and children who would otherwise be wholly unprovided for.

March 1st, 1927.

J. B. MACDOUGALL, Provincial School Attendance Officer.

APPENDIX K

REPORT OF THE DIRECTOR OF PROFESSIONAL TRAINING

A noteworthy feature in connection with the professional training of teachers during the year 1926 has been the discontinuance, after a duration of nearly fifty years, of Model Schools for the training of Third Class Teachers. It was in the year 1877 that such schools were established in this province, and, in spite of their limitations, they undoubtedly served a useful purpose by proclaiming the need of some degree of professional training for all teachers and by demonstrating to trustees and parents the value of such training. A survey of the progress made since the above date in both the academic and the professional training of our Public and Separate School teachers will explain why, after existing for nearly fifty years, the above-mentioned schools have now ceased to function. In the year 1877 the number of teachers and the class of certificates in the elementary schools of the province were: First Class, 250; Second Class, 1,304; Third Class, 3,926. In the year 1925 the numbers were: First Class, 1,810; Second Class, 11,900; Third Class, 846. These statistics not only show the great advance made in the standing of the elementary teachers of Ontario since the time when Model Schools were established, but indicate that the time has arrived for a forward step in the training of these teachers.

The Ontario College of Education

The total registration for the scholastic year 1926-27 is 474 as against 442 for the year 1925-26. The steady growth in the registration of extra-mural students is a happy response to the Department's effort to grant "credits" in one training school for courses taken in another training school, and thus to consolidate the training school system of Ontario. The registration in the High School Assistants' course has decreased from 273 to 240. It is interesting to note, also, that this reduction in the number of High School teachers-in-training from 273 to 240 is accompanied by an absolute increase in the number of women teachers-in-training from 166 to 171.

The registration in the graduate courses continues to increase. It is now 43 per cent. of the total registration of the College of Education. In the session just closed, twenty-two B.Paed. degrees were granted, and two D.Paed. degrees. The two approved theses, one a study of the early schools of Norfolk County, and the other a study of the mentality of the Hebrew children in a Public School in Toronto, were real contributions to human knowledge.

The academic standing of the students registered in the High School Assistants' course may be indicated thus:

B.A. or M.A.	230
B.A. Sc	1
B.S. A	5
B. Com	4

Of these degrees, one was conferred by a university in the British Isles, one by a university in Quebec, and three by universities in the Western provinces.

The registration of teachers-in-training in the various course		C . 11
The One Year Household Science Course	ses is as 240	Iollows
(a) Intra-mural (64 men and 160 women). (b) Extra-mural (3 men and 1 woman)	224	
(c) July, 1926 (2 men and 10 women)	12	
The registration in the various specialist courses is as follow	vs:	
(a) Registration in Specialist Courses (intra-mural):	7	
English and French	12	
English and German. English and History.	1 20	
French and GermanFrench and Spanish	12 6	
Household Science	4 7	
Science	6	
Agriculture(b) Registration in Specialist Courses (extra-mural);	5	
Classics	1 5	
English and French. English and History.	5 8	
French and Spanish	2	
Mathematics and Physics.	1 4	
Agriculture	1	
Registration in the First Class Public School Course	26	
Registration in the Elementary Art Course	59 152	
Registration in course for degrees in pedagogy:		
(a) Registration in Summer Session, 1926	66 40	
(c) Degrees granted, June, 1926	24	
The Provincial Normal Schools		

The following table gives in detail the attendance in the various courses of the seven Provincial Normal Schools for the present session:

FIRST CLASS Co	OURSE		
	Male	Female	Total
Hamilton	26	82	108
London	23	93	116
Ottawa	22	95	117
Peterborough	12	36	48
Stratford	26.	46	72
Toronto	67	199	266
Total	176	551	727
Second Class C	OURSE		
	Male	Female	Total
Hamilton	19	134	153
London	1.3	123	136
North Bay	42	243	285
Ottawa	27	193	220
Peterborough	20	119	139
Stratford	13	101	114
Toronto	36	218	254
Toronto K.P		- 36	36
			4.000
Total	170	1,167	1,337
	.170	1,167	1,337
	176	551	727
Grand Total	346	1,718	2,064

A forward step in connection with the courses at the Provincial Normal Schools during the past year was the establishment of special Spring Courses whereby First Class candidates might also qualify for certificates in Elementary Art or in Elementary Physical Culture. The following was the enrolment at the various Normal Schools in these special courses:

School	Course	No. of Candidates
Hamilton London Toronto Ottawa Stratford Total	Art Art Physical Culture	35 74 132 72 49

Spring courses in Household Science and in Manual Training were also conducted at the Hamilton Normal School, for which the enrolment was as follows:

Course	Part I	Part II	· Total
Househood Science. Manual Training.		12 20	25 22
Total	15 .	32	47

The cause of education in general and the Normal Schools of the province in particular, suffered a severe loss through the death, in May last, of Mr. F. F. Macpherson, B.A., principal of the Hamilton Normal School. The late Mr. Macpherson entered upon the work of teacher training in the year 1897 as a lecturer on the staff of the Ontario Normal College, Hamilton, in which capacity he served until the close of that institution in 1907. In the year 1908 he was appointed as English master on the staff of the new Normal School at Hamilton, and was promoted to the principalship in September, 1919. Although his labours in his chosen field have now ended, his influence will live on in the hearts and minds of those whose good fortune it was to receive instruction at his hands.

The following appointments were made to the staffs of the Normal Schools

during the year:

David Whyte, B.A., B.Paed. Science Master at the Toronto Normal School, appointed principal of the Hamilton Normal School, in place of F. F. Macpherson, B.A., deceased.

Wm. F. Marshall, appointed instructor in writing at the London Normal School, in place of J. W. Westervelt, Jr., resigned.

Gaston Louvray, appointed instructor in French at the Ottawa Normal Model School, in place of A. Potvin, resigned.

Miss Cherry Grant, appointed librarian at the Ottawa Normal School in place of Miss E. Laura Argue, resigned.

Miss Eunice L. Borden, B.A., appointed assistant librarian at the Toronto Normal School, in place of Miss Cherry Grant, transferred to Ottawa.

The following, who had been serving as temporary masters on certain of the Normal School staffs, were regularly appointed to the staffs concerned in September: A. M. Patterson, M.A., B.Paed., to the Toronto Normal School.

Thornton Mustard, B.A., to the Toronto Normal School.

Miss Florence F. Halliday, B.A., to the Toronto Normal School.

Miss M. N. G. Irving, B.A., to the Hamilton Normal School.

Miss Mildred Hallett, B.A., to the Ottawa Normal School.

Miss E. J. Johnston, B.A., to the North Bay Normal School.

A list of the staffs of the Normal and Normal Model Schools is given in the register of Schools and Teachers for the Province of Ontario.

The English-French Training Schools

The following tables give the enrolment of students at the various English-French Training Schools for the regular and the summer courses:

REGULAR COURSE—Session 1926-27

EMBRUN

	Male	Female	Total
Academic Course	18	85	103

SANDWICH

	Male	Female	Total
Junior Academic Course	2	11 10 15	12 12 17
	5	36	41

STURGEON FALLS

	Male	Female	Total
Junior Academic Course	10	36 38 51	44 48 54
	21	125	146

VANKLEEK HILL

	Male	Female	Total
Professional Course	5	26	31

Total: Academic Course — Male 39; Female 180; Total 219.
Professional Course—Male 10; Female 92; Total 102.

GRAND TOTAL: Male 49; Female 272; Total 321.

SUMMER COURSE-1926

School	First Professional	Second Professional	Academic	Total
Ottawa Sturgeon Falls Vankleek Hill	2	38 34 22 94	17	57 53 22 132

Owing to the fact that arrangements could not be made to provide the necessary practice teaching in connection with the course, the Ottawa English-French training school was closed at the end of the 1925-26 session.

The following appointments were made to the staffs of the English-French

training schools in September last:

Mr. Robert Gauthier, B.A., appointed assistant at the Vankleek Hill training school in place of Miss Marie Pierre, resigned.

Miss Camille M. Blanchard, B.A., appointed an additional assistant at the Embrun training school.

A list of the staffs of the English-French Training Schools is given in the register of Schools and Teachers for the Province of Ontario.

The Kindergarten-Primary Summer Courses

In addition to the thirty-six students in training at the Toronto Normal School for the kindergarten-primary certificate, Public and Separate School teachers attended the summer courses for this certificate as follows:

School	Part I	Part II	Total
London. Ottawa Toronto.	36 48 98	20 16 62	56 64 160
Total	182	98	280

In addition to the special professional spring and summer courses mentioned in the foregoing, special professional courses for teachers were held at various centres in the province during the summer of 1926, at which the enrolment was as follows:

Course	Enrolment
Art	
Agriculture	257
Auxiliary Classes	57
Oral French	
Manual Training	
Physical Culture	
Vocal Music.	61
Vocational Certificates	
Total	1.222

Teachers' Institutes

Annual conventions were held by the ninety-seven Teachers' Institutes of the province. Practically all the county conventions were visited by departmental lecturers chosen from the staffs of the Provincial Normal Schools and the College of Education.

S. A. MORGAN,
Director of Professional Training.

APPENDIX L

SUMMARY OF STATISTICS OF ELEMENTARY AND SECONDARY SCHOOLS

I.—ELEMENTARY SCHOOLS

a. Public Schools

Number of Public Schools in 1925 Increase for the year. Number of enrolled pupils of all ages in the Public Schools during the	28	6,389
Increase for the year	3,570	518,696
Average daily attendance of pupils. Increase for the year. Percentage of aggregate to possible aggregate attendance, i.e., per-	6,038	371,694
centage of actual to possible attendance	.97	88.65
1,899; women, 11,646; total	186	13,545 11,872
Increase for the year Number of teachers who attended Normal College or Faculty or College of Education	383	938
Decrease for the year. Number of teachers with a University degree. Increase for the year.	205 16	178
Average annual salary for male teachers. Decrease for the year. Average annual salary for female teachers.	\$39	\$1,645 \$1,142
Increase for the year Average experience of male teachers	\$4	11.05 year 6 8.9 years
Average experience of female teachers. Amount expended for teachers' salaries. Amount expended for public school houses (sites and buildings)		\$16,898,259 \$3,295,807
Amount expended for all other purposes. Total amount expended for Public Schools. Decrease for the year.	\$526,481	\$8,720,792 \$28,914,858
Cost per pupil (enrolled attendance)	\$1.41	\$55.74
b. Roman Catholic Separate Schools		
Number of Roman Catholic Separate Schools in 1925 Increase for the year	8	716 95,300
Number of enrolled pupils for all ages. Increase for the year. Average daily attendance of pupils.	1,776 2,732	70,948
Percentage of aggregate to possible aggregate attendance, i.e., percentage of actual to possible attendance		89.82
Number of teachers Increase for the year	.76	2,188
Amount expended for teachers' salaries		\$1,670,852 \$747,089 \$1,966,019
Total amount expended on R.C. Separate Schools. Increase for the year. Cost per pupil (enrolled attendance)	\$815,234	\$4,383,960 \$46.00
Increase for the year	\$7.85	

c. Protestant Separate Schools Number of Protestant Separate Schools (included with Public Schools, a), in 1925. Number of enrolled pupils. 407 Decrease for the year.... 28 Average daily attendance of pupils..... 208 Decrease for the year..... 2 d. Night Elementary Schools Number of Night Schools in 1925-6. 20 Decrease for the year..... 4 Number of pupils enrolled..... 1,832 298 Decrease for the year..... Number of teachers engaged..... 59 Decrease for the year..... .5 II.—SECONDARY SCHOOLS a. High Schools and Collegiate Institutes Number of High Schools (including 52 Collegiate Institutes), 1925-26 Number of pupils enrolled in High Schools...... 186 53,512 Increase for the year..... 1,396 Average daily attendance of pupils..... 45,554 Increase for the year..... 718 Percentage of average attendance to total enrolment..... 85.13 Number of teachers in High Schools.... 1,739 82 \$3,047 Increase for the year..... \$27 Average annual salary, Assistants..... \$2,295 Increase for the year... Average annual salary, all Teachers... \$17 \$2,376 Increase for the year... Highest salary paid. Amount expended for teachers' salaries, 1925.... \$16 \$5,000 \$3,986,032 Amount expended for school houses (sites and buildings)..... \$1,464,036 Amount expended for all other purposes.... Total amount expended on High Schools, 1925. Increase for the year. Cost per pupil, enrolled attendance. \$2,439,438 \$7,889,506 \$70,406 \$147.43 Decrease for the year..... \$2.60 b. Night High Schools Number of Night High Schools in 1925-26..... 18 3,547 Number of pupils enrolled. Increase for the year..... 547 Number of teachers engaged..... 138 20 Increase for the year..... III.—CONTINUATION SCHOOLS Number of Continuation Schools, 1925-26..... 201 Increase for the year..... 3 9,944 Number of pupils in attendance..... 601 8,159 Decrease for the year..... 613 Percentage of average attendance to total enrolment..... 82.05 Decrease for the year..... 1.14 Number of teachers.... 408 12 \$1,770 Decrease for the year..... \$33 \$1,332 Average annual salary, Assistants..... Decrease for the year..... \$63

1	III.—CON	TINUATI	ON SCHO	OOLS—Co	ntinued		
Highest salary paid Increase for t Amount expended on Amount expended for	he year teachers' sa school hou	laries, 192 ses (sites a	5 nd building	· · · · · · · · · · · · · · · · · · ·		\$150	\$3,550 \$595,629 \$207,378
Amount expended for Total amount expende Increase for the Cost per pupil, enrolle Increase for the Cost per pupil for the Enrolle Encrease for the Enrolle Enroll	all other p ed on Cont the year ed attendan	urposes inuation So	chools, 1925	5		\$5,570 \$6.85	\$298,847 \$1,101,854 \$110.81
			TIONAL				
Number of Day Vocat	tional Scho	ols, 1925-2	6				35
Increase for a Number of full time p	upils enrol	led				7	15,201
Increase for a Average daily attenda	the year	time pupil				3,606	11,689
Number of part time	the year pupils in D	ay Schools				2,426	2,743
Increase for Number of special pu	the vear					1,004	1,705
Decrease for Number of full time t	the year					170	530
Increase for Number of part time	the year					114	147
Increase for Number of Evening V	the year					39	58
Increase for	the year				/-	6	
Number of pupils enro Decrease for	the year					449	35,226
Number of teachers e Increase for	the year					14	1,196
Amount expended on Amount expended on Amount expended for Total amount expende Increase for	school hou all other ped on Day a	ises (sites a ourposes and Evenin	and building Vocation	gs)al Schools,	1925	260,200	\$1,525,532 \$320,000 \$1,519,903 \$3,365,435
		· V.	-GENER	AL			
	Elei	mentary :	and Secon	dary Sch	ools		
Pupils enrolled in Ele Pupils enrolled in Nig Pupils enrolled in Sec Pupils enrolled in Nig	ght Elemen ondary Scl	tary Schools, 1925	ls, 1925-26 -26				613,996 1,832 53,512 3,547
	Conti	nuation	and Vocat	tional Scl	nools		
Pupils enrolled in Co Pupils enrolled in Da Pupils enrolled in Ev	v Vocation	ial Schools	, 1925-26				9,944 19,649 35,226
Total Enrolment, a Increase for Percentage of total p	the year					10,383	737,706 25
Total expenditure Increase for	the year				\$	\$624,928	\$45,655,613
Averag	ge cost pe	er pupil (enrolled a	ttendance	e) in all s	Schools	
	1902	1907	1912	1917	1922	1924	1925
Teachers' salaries Sites and buildings. A'l other expenses	\$7 63 0 97 2 80	\$10 44 2 86 4 40	\$14 26 5 90 5 34	\$17 97 4 05 7 72	\$29 80 13 72 15 49	\$32 57 9 85 19 49	\$33 45 8 18 20 26
For all purposes	11 40	17 70	25 50	29 74	59 01	61 91	61 89

Comparative School Statistics, 1867-1925

I. PUBLIC AND SEPARATE SCHOOLS

These elementary school tables, 1, 2, 3, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. Table 4 refers to Public Schools only. The tables A, B, C, D, and E give the statistics of the Public Schools, including Protestant Separate Schools; the statistics of the R. C. Separate Schools are given in Tables F and G; those of the Protestant Separate Schools appear in Table U; and the Night Schools in Table V.

1. School Attendance

Year	Total Number of Enrolled Pupils	Boys	Girls	Average Daily Attend- ance	Percentage of Average Attendance to Total Number Enrolled	Percentage of Aggregate to Possible Aggregate, i.e., Percentage of Actual to Possible Attendance
1867	401,643	213,019	188,624	163,974	40.82	
1872	454,662	238,848	215,814	188,701	41.50	
1877 1882	490,860 471,512	261,070 246,966	229,790 224,546	217,184 214,176	44.25 45.42	
1887	493,212	259,083	234,129	245,152	49.71	*.* * * *
1892	485,670	253,091	232,579	253,830	52.26	
1897	482,777	251,677	231,100	273,544	56.66	
1902	454,088	232,880	221,208	261,480	57.58	
1907	448,218	229,794	218,424	266,503	59.45	
1912	467,022	239,187	227,835	291,210	62.35	
1917	527,664	266,255	261,409	342,571	64.92	
1922	601,485	306,225	295,260	425,018	70.66	86.80
1924	608,650	309,731	298,919	433,872	71.28	87.89
1925	613,996	312,943	301.053	442,642	72.09	88.83

In all these elementary schools the total possible aggregate attendance for the year 1925 was 96,482,876, and the actual aggregate was 85,707,254, or 88.83 per cent. of the possible. In arriving at the possible aggregate, no deductions are made for illness, and all the school days for the year of a pupil once enrolled as well as all the school days of a child of compulsory school age (unless exempted by law) are counted, so long as they are residents of the school section, or until entered in a secondary school. Moreover, duplications of enrolment in the elementary schools owing to removals from one school section to another during the year, and as between elementary and secondary schools, do not enter into this calculation; neither does the fact that a pupil once on the roll (if only for a few days) is counted in the enrolment of the year; all of which enlarges the enrolment and keeps the percentage of average attendance to total enrolment low—72.09 for 1925. The percentage of actual to possible aggregate attendance (88.83), as given above, represents the true situation as to the regularity of the attendance in our elementary schools.

2. Classification of Pupils

Year	Kindergarten	Kindergarten- Primary	Reader, Part or Primer	Reader, Part or 1st Book	Book	Book	Book ,	asses, or Be-
	nde	nderga rimary		6.		1	- 1	E C
		K. P	lst I,	lst II	2nd	3rd	4th	5th you
1867 1872 1877 1882 1887 1892 1897 1902 1907			115,657 114,932 110,567 107,441 112,552 126,100	73,015 70,808 69,062 60,194 67,368	98,184 100,245 108,678 106,229 100,533 96,074 91,330 85,732 84,622 92,728	83,211 96,481 135,824 117,352 108,096 99,345 99,682 90,630 89,371 88,811	68,896 67,440 72,871 71,740 81,984 88,934 89,314 83,738 85,752 85,213	71,987 29,668 19,857 10,357 10,238 13,370 21,076 17,485 15,727 †6,802
1917 1922	16,515 13,233	2,793 12,057	125,321 121,634	73,996 82,047	106,034 112,409	105,062 127,831	91,989 123,214	†5,954 †9,060
1924	12,792		111,816		112,409	138,835	131,373	†10,105
1925	14.251	12,839	109,493	78,180	106,856	143,521	138,947	†9,909

Note.—Kindergarten attendance is not included for the years previous to 1917. *In 1st Reader. †Exclusive of Continuation School Pupils.

The following table classifies the pupils in the various forms as to rural and urban schools:

Rural Schools

Year	Kinder- garten	Kinder- garten- Primary	First Reader Part I or Primer	First Reader Part II or First Book	Second Book	Third Book	Fourth Book	Fifth Classes or Beyond Fourth Book	Totals
1904			60,784	36,941	47,930	50,297	47.289	9,892	253,133
1907			60,470	31,538		48,247	46,815		242.247
1912			62,712		43,775	42,450	44,049		227,263
1917		75	58,290		44,407	43,834	41,321		221,510
1922		2.511	56,217	32,701	45,621	49,657	49,976		241,086
1924		2,922	51,922	31,509	44,739	51,596	50,959	†4,931	238,578
1925		3,164	50,813	31,432	43,515	53,086	52,533	5,027	239,570
			chools (cit	ies, towns	and inco	rporated v	rillages.)		
1904			44,4561	27,8001	37,2991	39,814	35,815	6,3041	191,488
1907			52,082	28,656	38,403	41,124	38,937	6,769	205,971
1912			63,388	37,075	48,953	46,361	41,164	†2,818	239,759
1917	16,515		67,031	43,339	61,627	61,228	50,668		306,154
1922	13,233	9,546	65,417	49,346	66, 788	78,174	73,238		360.399
1924	12.792	9,338	59,894	47,590	67,631	87,239	80,414	†5,174	370,072
1925	14,251	9,675	58,6801	46,748	63,3411	90.4351	86,414	†4,8821	374,426

†Exclusive of Continuation School Pupils.

The following table compares the enrolment and gives the percentages from rural and urban municipalities for several years:

Year	Enrolment in Rural Schools	Enrolment in Urban Schools
1903 1907 1912 1917 1922 1924 1925	242,247 or 54.05% " 227,263 or 48.66% " 221,510 or 41.97% " 241,086 or 40.08% " 238,578 or 39.19% "	189,661 or 42.12% of total 205,971 or 45.95% 239,759 or 51.33% 300,154 or 58.02% 360,399 or 59.91% 370,072 or 60.80% 374,426 or 60.98%

Note.—Kindergarten attendance for years previous to 1916 not available for the above tables.

3. Teachers' Certificates, Etc.

Year	No. of Teachers	Male	Female	1st Class Certificates	2nd Class	3rd Class	Kindergarten- Primary	Kindergarten	Manual Training	Househ'd Science	District	Permanent Ungraded	Other Certificates including Temp.	No. who attended Normal School,	Nor. Coll., F. of E. or College of Education
1867	4,890		2;041		2,454								151	666	
1872	5,476		2,850		1,477								578	828	
1877:	6,468		3,448	250	1,304								988	1,084	
1882	6,857		3,795	246	2,169	3,471							971	1,873	
1887	7,594	2,718	4,876	252	2,553	3,865							924	2,434	
1892	8,680	2,770	5,910	261	3,047	4,299		200					873	3,038	
1897	9,351	2,784	6,567	343	3,386	4,465		223					934	3,643	
1902	9,614	2,294	7,320	608	4.296			247					1,031	4,774	
1907	10,170	1,783	8,387	715	3,887	3,452		277			503		1,336	4,587	
†1912	11,128	1,511	9,617	674	6,419	1,804		371			317	220	1,323	6,705	
†1917	12,762	1,317	11,445	1.106		1,317		310	33		292	213	603	9.203	1,053
†1922	14,872	1,740	13,132		10,825				63		407	156	409	11,437	
11924	15,508						330		63		143	131	263	12,670	
†1925	15,733	2,051	13,682				354			67	105	140	230	13,060	

†Exclusive of Continuation School Teachers.

The men engaged in teaching in these schools in 1925 formed 13.04 per cent. of the whole number. In 1924 they formed 12.54 per cent.

The number of teachers and the class of certificates, in the Public Schools alone, in each County and District of the Province, will be found in Table C of this Appendix.

The following table classifies the teachers and certificates as to rural and urban schools:

	,	Teacher	rs .	Certificates			
	Total	Male	Female	1st Class	2nd Class	3rd Class	
Rural Schools, 1904.	5,974	1,469	4,505	152	1,944	3.107	
Rural Schools, 1907	6.038		4,837		1,542	3,079	
*Rural Schools, 1912	6,143	894	5,249	165	3,002	1,463	
*Rural Schools, 1917	6,455	655	5,800	343	4,232	1,129	
*Rural Schools, 1922	7,034	777	6,257	257	5,180	909	
*Rural Schools, 1924	7,270	854	6,416	419	5,704	916	
*Rural Schools, 1925	7,388	937	6,451	599	6,038	621	
Urban (cities, towns and incorporated villages)							
Schools, 1904	3,580	606	2,974		2,248	289	
Urban, 1907	4,132	582	3,550	535	2,345	373	
*Urban, 1912	4,985	617	4,368	509	3,417	341	
*Urban, 1917	6,307	662	5,645	763	4,552	188	
*Urban, 1922	7,838	963	6,875	1,016	5,645	281	
*Urban, 1924	8,238	1,092	7,146	1,113	5,956	250	
*Urban, 1925	8,345	1,114	7,231	1,211	5,952	225	

In the rural schools in 1925 the men formed 12.68 per cent., and in the urban schools, 13.35 per cent. of the number of teachers employed in each case.

^{*}Exclusive of Continuation School Teachers.

4. Teachers' Salaries and Experience

Teachers' Salaries

Year	Highest salary paid	Average salary, male teachers, province	Average salary, female teachers, province	Average salary, male teachers, cities	Average salary, female teachers, cities	Average salary, male teachers, towns	Average salary, female teachers, towns	Average salary, male teachers, incorporated villages	Average salary, female teachers, incorporated villages	*Average salary, male teachers, rural schools	*Average salary,female teachers, rural schools	Average salary, male teachers, all urban schools	Average salary, female teachers, all urban schools
1867	\$ 1,350	\$ 346	\$ 226	\$ 532	\$ 243	\$ 464	\$ 240	\$	\$	\$ 261	\$ 189	\$	\$
1872	1,000	360	228	628	245	507	216	1		305	213		
1877	1,100	398	264	735	307	583	269			379	251		
1872 1877 1882	1,100	415	269	742	331	576	273		}	385	248		
1887	1,450	425	292	832	382	619	289			398	271		
1892 1897	1,500	421	297	894	402	648	298			383	269		
1897	1,500	391	294	892	425	621	306			347	254		
1902	1,600	436	313	935	479	667	317			372	271		
1907	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1912	2,200	788	543	1,320	703	977	519	779	492	566	493	1,141	618
1917	2,500	1,038	650	1,637	795	1,166		908	573	686	580	1,425	731
1917 1922	3,500			2,269	1,363	1,767	1,047	1,393	986	1,144	987	2,082	1,253
1924	3,600				1,397	1,806		1,386	1,001	1,168	994	2,124	
1925	3,600						1.082	1,372	998	1,148			1,318

^{*} Incorporated villages included from 1867 to 1902, inclusive.

In Table C the average salaries for 1925 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. This table also states the salaries paid to teachers according to the grade of certificate held, and illustrates to what extent the teacher with the higher certificate commands the higher salary. The average salaries for the Province are as follows:

				Male	्र				Femal	e	
		1912	1917	1922	1924	1925	1912	1917	1922	1924	1925
First Class C	Certificates	\$1,340	\$1,548	\$2,290	\$2,296	\$2,144	\$634	\$728	\$1,226	\$1,212	\$1,208
Second Class	Certificates.	757	916	1,434	1,444	1,420	587	673	1,137	1,146	1,135
	and District	524	562	911	895	917	458	507	855	835	821

Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is also shown in Table C, where the numbers who have taught from less than one year up to forty years and over are given for each year.

The average experience in the Public Schools at the end of 1925 was as follows:

Male teachers, 11.05 years.

Female teachers, 8.9 years.

All teachers, 9.25 years.

Rural teachers (male and female), 5.08 years.

Urban teachers (male and female), 13.4 years.

5. Receipts and Expenditures

		Rece	ipts			E	xpenditi	ures	
Year	Legislative grants	Municipal school grants and assessments	Clergy reserve funds, balances and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses	Total expenditure
1867	\$ 187,153	\$ 1,151,583	\$ 331,599	\$ 1,670,335	\$ 1,093,517	\$ 149,195	\$ 31,354	\$ 199,123	\$ 1,473,189
1872 1877	225,318 251,962	1,763,492 2,422,432	541,460	2,530,270 3,405,081	1,371,594 2,038,099	456,043	47,799	331.928	2.207.364
1882	265,738	2.447.214	757.038	3.469.990	2,144,449	341,918	15,583	525.025	3,073,489 3,026,975
1887	268,722 28 3 ,791	3,084,352 3,300,512	978,283 1,227,596	4,331,357 4,811,899	2,458,540 2,752,629	544,520 427,321	27,509 40,003	711,535 833,965	3,742,104 4,053,918
1887 1892 1897 1902	366.538	3.361.562	1.260.055	4,988,155	2,886,061	391,689	60.585	877,335	4,215,670
1902 1907	383,666 655,239	3,959,912 6,146,825	1,422,924	5,766,502 9,257,928	3,198,132	432,753 1,220,820	86,723	1,107,552	4,825,160 7,556,179
1912	842,278	9,478,887	3,936,887	14,258,052	6,109,547	(2,777,960)	167,755	2,218,698	11,273,960
1917	907.846	12.193.439	4.168.000	17,269,285	8.398.450	1.987.644	290.207	3.435.534	14.111.835
1924	3,392,552	24,113,034	12,805,773	38,624,665 40,135,882	18,105,568	34,408,473	518,989	9,977,034	33,010,064
1925	3,401,863	24,690,293	12,670,626	6 40,762,782	18,569,110	4,047,896	504.923	10,181,188	33,298,817

The increase for the year 1925 in the amount paid as teachers' salaries was \$463,542, while the decrease in the expenditure on sites and buildings was \$365,577. The total expenditure increased by \$288,753. The total value of equipment increased from \$3,357,006 to \$3,398,603. and all other school property from \$91,165,577 to \$93,219,546.

These tables show the expenditure per pupil for the years as given below:

Average cost per pupil (enrolled attendance)

	1902	1907	1912	1917	1922	1924	1925
Teachers' salaries	\$7 04		\$13 08		\$27 75	*	\$30 24
Sites and buildings	0 95	2 72 4 34	5 95 5 11	3 77 7 06	10 45 14 87	7 24 17 24	6 58 17 4 0
All other expenses	2 63	4 34	3 11	7 00	14 07	1/ 24	17 40
For all purposes	10 62	16 85	24 14	26 74	53 07	54 23	54 22

Average cost per pupil (average attendance)

	1902	1907	1912	1917	1922	1924	1925
Teachers' salaries	\$12 23 1 65	\$16 47 4 58	\$20 98 9 54	\$24 52 5 80	\$39 27 14 78	\$41 73 10 16	\$41 95 9 13
All other expenses	4 57	7 30	8 19	10 87	21 05	24 19	24 14
For all purposes	18 45	28 35	38 71	41 19	75 10	76 08	75 22

The expenditure per pupil (enrolled attendance) for 1925 in the Public Schools alone will be found in Table E, and for the R. C. Separate Schools in Table F. The expenditure will there be shown as to rural schools, cities, towns, and villages separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS

1. Schools, Teachers and Attendance

	1							
Year	Schools open	Teachers	Pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number enrolled	Percentage of aggregate to possible aggregate attendance
1867 1872 1877 1882 1887 1892 1897 1902 1907 1912 1917 1922 1924 1925	161 171 185 190 229 312 340 391 449 513 548 656 708 716	210 254 334 390 491 662 752 870 1,034 1,237 1,488 1,958 2,149 2,149	18,924 21,406 24,952 26,148 30,373 37,466 41,620 45,964 51,502 61,297 70,048 88,546 93,524 95,300	15,376 19,169 21,342 23,314 26,420 31,126 35,036 44,728 46,918 47,890	14,997 18,297 20,278 22,650 25,082 30,171 35,012 43,818 46,606 47,410	8,606 10,584 12,549 13,574 16,866 21,560 24,996 28,817 33,500 39,735 46,919 64,897 68,216 70,948	45.47 49.44 50.29 51.91 55.52 57.54 60.05 62.69 65.04 64.82 66.98 73.29 72.94 74.44	84.98 89.06 89.82

2. Receipts and Expenditures

		R	eceipts		Expenditures								
Year	Legislative grants	Municipal school grants and assessments	Balances, subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc. Rent, repairs, fuel and other expenses		Total expenditure	Cost per pupil			
	\$	\$	\$	\$	\$ 34,830	\$	\$	\$	\$	\$ c.			
1867.	9,993	26,781	11,854	48,628	34,830			†7,889	42,719	2 26			
1872.	12,327	41,134	15,349	68,810	45,824			†15,993	61,817	2 88			
1877.	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4 60			
1882.	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13			
1887.	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95			
1892.	21,043	206,698	98,293	326,034	149,707	65,874		71,335	289,838	7 74			
1897.	26,675	224,617	84,032	335,324	168,800			86,350		7 26			
1902.	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47			
1907.	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176				
1912.	51,846	757,255	377,713	1,186,814	456,800	308,193	15,207		1,043,224				
1917.		1,066,253	370,346	1,499,726	635,089	262,103	24,836	391,695	1,313,723	18 75			
1922.	195.963	2.154.985	1,698,096	4,049,044	1,382,395	1,059,531	52,302	1,164,491	3,658,719	41 32			
1924.	241,657	2,591,048	1,127,002	3,959,707	1,592,982	529,091	44,599	1,402,053	3,568,725	38 16			
1925.	239,345	2,669,399	1,898,254	4,806,998	1,670,851	747,089	51,650	1,914,369	4,383,959	46 00			

†Including all expenditure except for teachers' salaries.

In 1925 an increase of 1,776 in the enrolment and an increase of \$815,234 in the expenditure are noticed in the above tables. The expenditure per pupil of enrolled attendance increased from \$38.16 to \$46.00. The total value of equipment decreased from \$272,570 to \$235,246. All other school property increased in value from \$13,231,077 to \$14,386,560.

Detailed statistics in reference to these schools will be found in Tables F and G

III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 1 Grattan, No. 2 Hagarty, L'Orignal and Penetanguishene (two schools).

They were attended by 407 pupils in 1925. The whole amount expended for their maintenance and permanent improvements was \$17,759.96. Ten teachers held Second Class certificates, and one held a Third Class certificate.

More complete statistics for these schools will be found in Table U.

IV. CONTINUATION SCHOOLS

The following table gives statistics of the "Continuation Classes, Grade A," up to and including 1907. Thereafter they are known as "Continuation Schools." Formerly the statistics of these schools were included with the statistics of the Public and Separate Schools, consequently certain items for the years 1897-1907 cannot be given.

Year	Schools	One-teacher schools	Two-teacher schools	Three-teacher schools	Number of teachers	Number of Pupils	Percentage of average attendance to total enrolment	Total value of Equipment
1897 1902 1907 1912 1917-18 1922-23 1924-25 1925-26	27 59 91 138 137 181 198 201	20 46 65 54 36 58 61 59	7 12 24 73 99 104 100 105	1 2 11 2 19 37 32	34 73 119 226 241 323 396 408	1,275 1,856 3,993 6,094 5,104 8,777 10,545 9,944	61.97 73.15 82.42 83.19 82.05	158,030 189,589

		Receipts			Expenditure	е
Year	Legislative Grants	Municipal Grants (County and Local)	Total Receipts	Teachers' Salaries	Sites and Buildings	Total Expenditures
1897	\$ 2,700	\$	\$	\$	\$.	\$
1902 1907	8,350 25,610			73,325		
1912 1917	64,081 65,733		295,261 360,431	202,875 228,362		324,621
1922 1924 1925	148,217 180,016 184,385		1,038,602 1,252,688 1,275,180	590,085	243,630 264,893 207,378	1,096,285

Of the enrolled attendance for 1925-26, 6,459 pupils were in the Lower School, 3,438 in the Middle School and 47 in the Upper School. The total attendance was made up of 4,071 boys and 5,873 girls.

Average Cost per pupil, enrolled attendance

· ·			1924	
Teachers 'salaries	\$44 74	\$54 03	\$55 96	\$59 90
Sites and buildings	6 33		25 12	
All other expenses	12 53	18 63	22 88	30 05
For all purposes	63 60	100 42	103 96	110 80

Statistics in detail for 1925-26 in reference to the Continuation Schools will be found in Tables H, I, J and K.

V. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following table gives comparative statistics respecting Collegiate Institutes and High Schools from 1867 to 1924, inclusive:

Receipts, Expenditure, Attendance, etc.

			e c	Re	eceipts		Expenditure		
Year	Schools	Teachers	Pupils	Percentage of average attendance to total enrolment	Legislative Grant	Total Receipts	Teachers' Salaries	Sites and buildings	Total expenditure
1867	102 104 104 104 112 128 130 134 143 148 162 175 183		5,696 7,968 9,229 12,348 17,459 22,837 24,390 24,472 30,331 32,273 †29,097 †44,631 †52,116 †53,51	56 56 53 59 60 61 58.97 60.94 62.80 †78.15	\$ 54,562 79,543 78,762 84,304 91,977 100,000 101,250 112,650 1158,549 209,956 184,088 276,889 367,166 391,925	\$ 139,579 223,269 357,521 373,150 529,323 793,812 767,487 832,853 1,611,553 2,414,128 3,051,684 7,993,999 8,832,275 8,489,390	\$ 94,820 141,812 211,607 253,864 327,452 472,029 532,837 547,402 783,782 1,232,537 1,554,049 2,963,001 3,716,940 3,986,032	\$ 19,190 *31,360 *51,417 *19,361 *73,061 *91,108 *46,627 44,246 193,975 327,982 277,544 2,673,842 1,909,020 1,464,036	\$ 124,181 210,005 343,710 343,720 495,612 696,114 715,976 769,680 1,213,697 1,953,061 2,418,975 6,742,875 7,819,101 7,889,507

^{*} Expenses for repairs, etc., included.

The total value of the equipment in the Collegiate Institutes and High Schools increased during the year from \$1,713,000 to \$1,969,097 and all other school property from \$20,289,463 to \$22,056,745.

Average cost per pupil (enrolled attendance)

4.5	1917	1922	1924	1925
Teachers' salaries	\$53 41 9 54 20 18	\$66 39 59 91 24 78	\$71 32 . 36 63 42 08	\$74 49 27 36 45 58
For all purposes	83 13	. 151 08	150 03	147 43

Number of Pupils in the three grades of schools in the Collegiate Institutes and High Schools

Lower School	1916-17	1921-22	1922-23	1924-25	1925-26
	20,190	27,273	29,219	31,805	31,980
	7,336	9,794	12,210	16,178	16,795
	1,571	2,338	3,202	4,133	4,737
Total enrolment	29,097	39,405	44,631	52,116	53,512
Total number of boys	12,353	18,328	21,139	24,529	25,210
Total number of girls	16,744	21,077	23,492	27,587	28,302

The statistics of the various Collegiate Institutes and High Schools of the Province for 1925-26 will be found in Tables L, M, N and O.

[†] For the school year ended six months after the calendar year specified.

VI. VOCATIONAL SCHOOLS

		Day Schools							Evening Schools			gs,	
Year	No. of Day Schools	No. of full time Day School pupils	No. of part time pupils	No. of special pupils	Total number of all pupils	No. of full time teachers	No. of part time or occasional teachers	Total number of teachers	No. of Evening Schools	No. of pupils	No. of teachers	Total value of buildings, grounds and furniture	Total value of equipment
1918-19 1920-21 1922-23 1924-25 1925-26		2,600 6,987 11,595	988 1,739	1,019 1,427 1,875	4,739 4,526 9,402 15,209 19,649		wn) 51 108	155 191 337 524 677	51 51 52	27,297 33,511	1,182	\$	\$ 263,727 426,194 676,906 1,134,513 1,277,420

		Receipts		Expenditures				
Year	Legislative grants	Municipal grants	Total receipts	Teachers' salaries	Buildings, sites and all permanent improve- ments	Total Expenditure		
1918 1920 1922 1924 1925	\$ 110,637 511,021 638,217 672,078 743,427	\$ 329,049 828,915 831,862 1,778,049 1,778,559	\$ 690,311 1,489,496 2,575,598 3,473,135 3,497,256	\$ 246,077 455,902 787,370 1,274,964 1,525,532	\$ 64,096 514,919 426,967 586,697 320,000	\$ 493,200 1,347,905 1,871,614 3,105,235 3,365,435		

VII. DEPARTMENTAL EXAMINATIONS, Etc.

Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1926

Year	No. of Normal School teachers	No. of Normal School students	No. of Normal Model School and Kinder- garten teachers	
1877 1882	13 16	257 260	8 15	643
1887	13	441	18 *	763
1892 1897		428	22 23	842 832
1902 1907-08		619 428	31 *38	958 979 (1907)
1912-13	*69	986	*38	914 (1912)
1917-18 1922-23	*78 *85	1,514 1,815	*43 *43	938 (1917) 1,070 (1922)
1924-25 1925-26	*92 *92	2,452	*43 *43	1,191 (1924)
1926-27	*92	2,290 1,980	*43	1,114 (1925) 1,147 (1926)

^{*} Including those engaged in both a Normal and a Normal Model School.

2. High School Entrance Examinations, 1877-1926.

Year	Total number examined	Number granted certificates	Percentage	Year	Total number examined and recommended by Principals	Number granted certificates	Percentage
1877 1882 1887 1892 1897 1902 1907	7,383 9,607 16,248 16,409 16,384 18,087 22,144	3,836 4,371 9,364 8,427 10,502 13,300 15,430	51.95 45.49 57.63 51.35 64.09 73.53 69.68	1912 1917 1922 1924 1925 1926	22,679 21,975 36,114 38,897 40,409 42,642	13,977 15,751 27,560 32,340 31,619 35,024	61.62 71.67 76.31 83.14 78.24 82.13

3. Lower School Examination, 1926

STATISTICS OF RESULTS BY PAPERS.

•	of	it- tal	N	umber G	ranting	Stand	ing	
	ber	s writ- mental on	F- On	ers'	App	eals		
Subjects	Total number candidates	Candidates writing Departmental Examination	On Depart- mental Examination	On Teache Report	Total Number	Number sustained	Total successful	Per cent.
English Grammar	8 9°2 16.454				6 15		8,301 14,758	72.94 89.69
Geography	15,889		949		3		15,601	98.19
Physiography	12,547		675	11,405	3		12,080	
Arithmetic	12,155	1,849			4		11,034	
Art	13,494				6		12,950	
Botany	12,166		398		4		11,209	92.13
Zoology	9,780		437		5	3	9,538	97.53
Agriculture and Horticulture, I	2,466		478				2,397	97.20
Agriculture and Horticulture, II	1,590		433	1,121			1,554	97.73
Latin Grammar	3,093	287	176	2,806	1		2,982	96.41
Total	108,566	12,042	5,874	96,524	47	6	102,404	

Total Number of Candidates in June	33,653
Total Number of Examination Centres	380

4. Middle School Examination, 1926

STATISTICS OF RESULTS BY PAPERS

		NT 1	App	eals				
Subjects	Total number of candidates		Total number	Number sustained	Total successful	Per cent. 1926	1925	
English Composition. English Literature. British History. Ancient History. Ancient History. Algebra Geometry. Physics Chemistry. Latin Authors. Latin Composition. French Authors. French Composition. German Authors. German Composition. Greek Authors. Greek Authors. Spanish Authors. Spanish Composition. Agr. and Hort. I. Agr. and Hort. II.	10,929 12,608 10,686 10,990 10,213 10,446 9,617 6,740 7,673 7,968 8,612 394 461 93 105 105	8,735 6,363 9,544 7,811 8,230 6,983 7,737 7,213 4,319 5,606 5,932 5,495 364 371 75 65 68 335 353	72 357 245 317 133 183 211 136 220 25 166 193 2 3 4 4 4 2	23 666 78 146 44 62 65 46 83 50 35 45 1 1	8,758 6,429 9,622 7,957 8,274 7,045 7,802 7,259 4,402 5,656 5,967 5,540 365 372 75 75 68 838 338	78.67 58.83 76.32 74.46 75.29 68.98 74.69 75.48 65.31 73.71 74.89 64.33 92.64 80.69 80.65 75.24 61.90 67.33 61.68 91.93	75.59 75.27 64.66 64.50 77.07 84.10 74.40 79.74 75.22 66.10 73.84 61.77 77.49 62.30 82.42 84.69 60.00 50.00 77.30 85.92	
Italian Authors Italian Composition	7 7	6 6			6 6	85.71 85.71	50.00	
Total	119,819	85,690	2,409	748	86,438			

5. Upper School Examination, 1926

STATISTICS OF RESULTS BY PAPERS

		27. 1	App	eals		-	D .			
	Total number of candidates		Total number	Number sustained	Total successful		Per cent. 1925			
English Composition. English Literature History Algebra Geometry Trigonometry Botany Zoology Physics Chemistry Latin Authors Latin Composition French Authors German Authors German Composition Greek Authors Greek Composition Spanish Authors	3,381 3,580 2,986 866 911 1,260 1,263 2,328 2,379 3,383 3,516 186 176 61 57 27	5,278 5,201 2,198 2,436 2,773 2,395 626 685 819 846 1,878 1,879 3,085 2,774 165 149 50 47 23	115 92 183 114 96 40 28 39 59 62 49 76 45 154 2 2 1	34 26 82 46 40 12 10 14 17 21 23 37 19 73 2 2 2	5,312 5,227 2,280 2,482 2,813 2,407 636 699 836 867 1,901 1,916 3,104 2,847 151 51 47	83.73 88.55 76.54 73.41 78.58 80.61 73.44 76.73 66.35 68.65 81.23 80.54 91.75 80.97 89.78 85.80 83.61 82.46 85.19	78.24 76.91 72.52 81.73 74.52 90.23 76.25 69.05 79.64 68.52 81.58 79.51 90.96 79.46 84.03 83.54 91.84 90.20 66.67			
Spanish Composition Problems	28 67	23			23	82.14 10.45	60.61			
Total	41,681	33,337	1,157	459	33,796	1026	1005			

VIII. Professional Certificates

1. Table showing the Number and Classification of Professional Certificates issued by the Department in 1926

	No. in attendance	Extramural Students	High School Permanent Certificates	High School Interim Certificates	Permanent Provincial First Class Certificates	Interim First Class Certificates	Permanent Second Class Certificates	Interim Second Class Certificates	Limited Third Class Certificates	English-French District Certificates	English-French Grade B Certificates	English-French Grade C Certificates	Extended District Certificates (Academic Course)	Total number of Certificates
College of Education Normal Schools English-French Model Schools Summer Model Schools. Interim Certificates made permanent Other Certificates issued	380 132		331	297	313	27 557	1273	1540	196	20 28	42 7	68 65	5	324 2293 130 105 1917 2
Total number of certificates			331	297	313	584	1273	1540	198	48	49	133	5	4771
Total number of newly certificated teachers				297		584		1540	198	48	49	133		†2849

†Grand total of newly certificated teachers.

HOUSEHOLD SCIENCE

Interim Ordinary Certificates Interim Specialist Certificates Permanent Ordinary Certificates Permanent Specialist Certificates	10
Manual Training	
Interim Ordinary Certificates. Permanent Ordinary Certificates. Permanent Specialist Certificates.	8 4 4
Kindergarten Certificates	
Interim Kindergarten-Primary Certificates. Permanent Kindergarten-Primary Certificates. Kindergarten Directors' Certificates.	04
Art and Physical Culture Certificates (College of Education)	
Interim Elementary Physical Culture Certificates	173 37
Spring and Winter Courses (Normal Schools)	
Interim Elementary Household Science Certificates Interim Elementary Manual Training Certificates Interim Elementary Art Certificates Interim Elementary Physical Culture Certificates	

SUMMER SCHOOL CERTIFICATES

Elementary Agriculture and Horticulture (Interim)
Intermediate Agriculture and Horticulture (Interim)
Elementary Art (Interim)
Supervisors of Art (Interim)
Specialists in Art (Interim)
Auxiliary Classes (Interim)
Elementary Commercial Subjects (Interim)
Specialists in Commercial Subjects (Interim)
Elementary Household Science (Interim)
Kindergarten-Primary (Interim). 94
Elementary Vocal Music (Interim)
Supervisors of Vocal Music (Interim)
Elementary Physical Culture (Interim)
Supervisors of Physical Culture (Interim).
Specialists in Physical Culture (Interim)
Specialists in Physical Culture (Interim)
Elementary Manual Training (Interim)
Approved School Music

NOTE:—In addition to the above, 4 Interim Certificates in Elementary Physical Culture, 130 Certificates in Agriculture and Horticulture, 5 in Vocal Music, and 1 in Art were granted, on pro tanto standing.

2. Temporary Certificates Issued in 1926

Inspectorates	Number during 1st half year	Number during 2nd half year
Kent, West		2
Peterborough, East Prescott and Russell	1 2	żi
DISTRICT DIVISIONS: No. I	1	•;
No. II No. IV No. VI	· i · · ·	1 1 2
No. VII No. IX No. X	i	$\begin{bmatrix} 1 & 1 \\ 7 & 1 \end{bmatrix}$
R. C. Separate School Divisions:		3
No. III No. VI No. VII	5 5	2 11 31 98
No. VIII. No. IX.	4	61
English-French Divisions: No. 1A No. IIA	4	· · · · · · · · · · · · · · · · · · ·
No. IIB	1 3 —	
Totals	41	245

Note.—One hundred and ninety-six of these teachers have had some professional training.

IX. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for forty-nine years:

	School luded)			Re	Expenditure					
Year	No. of Teacher.' Institutes	No. of Members	No. of Teachers in the Province (High Schoot teachers not included	Amount received from government	grants	Amount received from municipal grants	Amount received from members' fees	Total amount received	Amount paid for Libraries	Total amount expended
1877	42 62 66 69 73 77 81 83 94 95 95 94 97	1,181 4,395 6,781 8,142 7,627 8,515 9,319 *9,913 *12,460 *12,910 *13,802 *14,392 *14,916	9,351 9,614 10,170 11,128 12,762 14,872 15,303 15,508	2,900 1,800 1,950 2,425 2,515 2,850 3,800 5,475 6,900 5,100 5,381	c. 50 00 00 00 00 00 00 00 00 00 78 47	1,877 50 1,920 00 2,100 78 3,701 62 4,459 27 3,845 65 5,665 89	1,088 84 730 66 875 76 901 15 1,171 80 1,671 32 1,961 10 6,540 84 5,606 60 6,655 82	2,769 44 9,394 28 10,405 95 6 12,043 54 112,446 20 113,171 26 114,824 09 112,712 07 114,824 09 114,824 09 114,	453 02 1,234 08 1,472 41 1,479 88 1,437 18 654 16 1,359 24 3,173 12 5,743 50 4,461 35 7,149 71	\$ c. 1,127 63 5,355 33 4,975 50 6,127 46 6,598 84 7,188 45 7,487 41 10,120 89 13,977 20 25,810 37 17,315 30 19,470 15 22,356 11

^{*}Registered attendance of members.

THE PUBLIC

I. TABLE A-ATTENDANCE AND PUPILS IN THE

		- ALL LEIVE	ANGE AN		
		A	ttendance		
Rural Schools	Total Number of Pupils on the roll	Boys	Girls	Average daily attendance o' Pupils	Percentage of actual aggregate to possible aggregate attendance
1 Brant	3,042 4,191 5,767 1,982 2,324 3,842 5,201 3,869 2,562 6,024 2,493 1,424 2,226 5,668 5,001 5,810 4,833 2,561 5,155 2,646 3,781 6,539 3,555 6,003 4,625 4,521 3,297 3,957 3,119 2,700 1,917 5,231 7,917 2,622 2,727 4,071 6,261 2,303 1,042 1,447 2,593 2,137 3,992 2,079 4,384 2,907	1,558 2,148 2,975 1,050 1,200 1,980 2,669 2,000 1,333 3,141 1,311 732 1,165 2,887 2,595 2,931 2,508 1,326 2,635 1,382 1,991 3,450 1,817 3,177 2,410 2,355 1,738 2,098 1,372 1,012 2,645 4,096 1,375 1,445 2,188 3,060 2,120 3,249 14,815 1,714 1,196 571 739 1,359 1,018 2,010 1,070 2,231 1,516 1,432	1,484 2,043 2,792 932 1,124 1,862 2,532 1,869 1,229 2,883 1,182 692 1,061 2,781 2,406 2,879 2,325 1,235 2,520 1,264 1,790 3,089 1,738 2,826 2,215 2,166 1,559 1,470 1,328 905 2,586 3,821 1,247 1,282 1,904 2,767 1,951 3,012 13,906 1,605 1,107 471 708 1,234 1,029 1,982 1,009 2,153 1,398 1,475 104,687	2,108 2,992 4,136 1,336 1,588 2,686 3,479 2,351 1,566 4,211 1,755 859 1,466 3,673 3,701 3,895 3,280 1,838 3,509 1,752 2,508 4,513 2,328 4,513 2,328 3,999 3,138 3,224 2,161 1,256 3,256 5,164 1,708 1,708 1,938 1,938 2,904 4,932 2,921 2,927 1,486 589 963 1,596	89 85 89 81 88 88 88 86 87 87 85 84 88 88 88 88 88 88 88 88 88
Totals	217,221	112,534	104,087	145,630	85

SCHOOLS

VARIOUS BRANCHES OF INSTRUCTION

	Number of Pupils in the Kindergarten- Primary	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book				
1 2 3 4 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 1 22 23 3 24 25 26 27 28 29 30 31 32 24 33 34 44 45 46 47 48 44 9 50 51	40	478 7711 1,075 376 509 705 1,188 885 667 1,075 500 423 496 1,311 795 1,260 831 457 1,040 587 1,040 587 661 1,145 762 1,156 974 831 612 635 720 689 375 1,268 1,637 642 413 770 1,323 775 1,323 775 3,483 869 599 230 315 557 632 970 412 1,285 699 661	374 541 708 233 296 421 795 516 300 686 335 181 229 711 536 753 601 344 630 326 499 832 377 728 513 555 395 503 356 328 226 748 903 299 298 575 817 411 710 4,387 407 373 176 169 348 318 527 287 639 377 403	480 779 954 357 450 670 1,088 655 553 1,119 444 203 385 1,139 956 1,075 775 399 810 481 586 1,210 675 1,148 867 819 578 612 510 379 322 917 1,328 489 493 824 1,029 694 1,067 6,001 605 462 208 207 437 372 751 367 860 591 549	812 936 1,309 455 558 929 1,094 817 520 1,352 586 252 502 1,225 1,135 1,198 1,087 606 1,095 582 1,031 1,497 844 1,384 1,039 1,126 777 1,055 704 433 483 1,057 1,953 559 685 914 1,380 951 1,626 6,939 694 468 195 1,626 6,939 694 468 195 1,626 6,939 694 468 195 1,626 6,939 694 468 195 1,626 6,939 694 468 195 1,626 6,939 694 468 195 1,626 6,939 694 468 195 1,626 6,939 694 468 195 1,626 1,637 1,626 1,639 1,626 1,639 1,626 1,639 1,627 1,626 1,639 1,626 1,639 1,627 1,626 1,639 1,627 1,626 1,639 1,626 1,639 1,627 1,626 1,639 1,626 1,639 1,626 1,639 1,627 1,626 1,639 1,626 1,639 1,627 1,626 1,639 1,626 1,639 1,627 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,626 1,639 1,627 1,627 1,628 1,788 1	848 1,055 1,464 504 493 1,020 1,019 972 487 1,603 607 293 561 1,120 1,334 1,389 1,368 677 1,506 643 908 1,736 844 1,438 1,155 1,108 820 1,067 737 664 453 1,128 1,940 586 717 942 1,087 1,107 1,502 5,211 619 320 162 359 548 294 754 388 637 608 619	10 169 56 43 18 77 10 24 35 161 21 72 53 162 245 119 163 78 66 27 29 89 53 128 77 82 30 85 92 76 58 113 156 25 109 34 39 147 80 116 116 116 117 117 117 117 117				
	2,100	11,001	20,000	0,,,,,,	,						

THE PUBLIC I. TABLE A—ATTENDANCE AND PUPILS IN THE

1.	1. TABLE A—ATTENDANCE AND PUPILS IN THI									
	Attendance									
Cities	Total Number of Pupils on the roll	Boys	Girls	Average daily attendance of Pupils	Percentage of actual aggregate to possible aggregate attendance					
1 Belleville. 2 Brantford. 3 Chatham. 4 Fort William. 5 Galt. 6 Guelph. 7 Hamilton. 8 Kingston. 9 Kitchener. 10 London. 11 Niagara Falls. 12 North Bay. 13 Oshawa. 14 Ottawa. 15 Owen Sound. 16 Peterborough. 17 Port Arthur. 18 St. Catharines. 19 St. Thomas. 20 Sarnia. 21 Sault Ste. Marie. 22 Stratford. 23 Toronto. 24 Welland. 25 Windsor. 26 Woodstock.	2,116 4,995 2,237 4,435 2,399 2,888 21,237 3,190 3,672 10,057 2,746 1,819 3,280 12,137 2,416 3,390 2,941 3,812 2,651 2,607 3,823 2,860 91,073 2,082 8,864 1,430	1,084 2,557 1,187 2,207 1,215 1,475 10,683 1,573 1,862 5,023 1,385 936 1,676 6,091 1,238 1,743 1,536 1,910 1,355 1,344 1,905 1,438 45,745 1,018 4,519 686	1,032 2,438 1,050 2,228 1,184 1,413 10,554 1,617 1,810 5,034 1,361 883 1,604 6,046 1,178 1,647 1,405 1,902 1,296 1,263 1,918 1,422 45,328 1,064 4,345 744	1,505 3,791 1,705 3,655 1,900 2,157 16,255 2,368 2,858 7,838 2,216 1,427 2,477 9,258 1,967 2,614 2,577 2,865 2,138 1,993 2,969 2,282 66,066 1,527 6,125 1,120	95 94 93 93 93 93 92 92 92 91 90 92 91 93 93 93 93 93 93 93 93 93					
Totals	205,157	103,391	101,766	153,653	91					
Towns 1 Alexandria	854 579 1,234 140 594 120 524 318 752 158 325 321 1,011 765 451 1,189	36 113 168 158 263 214 201 39 772 185 75 76 339 279 410 293 630 78 304 70 274 158 382 81 157 170 522 410 225 607	42 107 167 151 210 239 62 731 179 71 70 283 242 444 286 604 62 290 50 250 160 370 77 168 151 489 355 226	48 166 264 246 361 338 313 77 1,110 264 117 89 501 377 687 446 1,083 120 415 111 379 218 587 98 242 255 706 599 316 957	93 88 92 89 91 93 93 92 90 93 90 84 98 93 94 81 81 87 93 81 81 87 93 81 81 81 82 83 84 94 94 94 94					
30 Collingwood. 31 Copper Cliff. 32 Cornwall.	1,189	607 333 341	582 303 336	957 519 522	92 91 95					

VARIOUS BRANCHES OF INSTRUCTION (Continued)

Number of Pupils in the Kindergarten	Kindergarten-Primary	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
1 2 3 192 4 311 5 6 163 7 1,498 8 130 9 190 10 1,027 11 12 39 13 14 896 15 218 16 17 18 380 19 54 20 21 91 22 23 7,738 24 144 25 555	412 173 152 196 161 198 134 232 211 54 34 57 377 18 289 208 195 188 274 35 758 151	468 623 245 642 336 457 2,702 614 390 1,201 664 307 675 1,538 309 461 283 522 308 367 650 362 13,563 333 996 137	275 600 257 520 259 300 2,249 351 418 1,132 312 207 417 1,314 265 415 340 485 252 330 529 301 9,594 309 1,159 200	380 679 293 645 547 514 4,461 341 806 1,480 424 343 505 1,466 473 497 676 553 496 446 568 349 13,090 389 1,631 180	496 1,280 483 1,121 479 680 5,247 774 827 2,477 689 379 714 2,886 565 848 837 921 648 692 872 708 23,253 476 1,884 345	497 1,401 594 1,044 582 613 4,708 846 809 2,529 603 510 912 2,985 568 880 597 951 698 772 925 866 22,945 396 1,881 417	675
13,626	4,507	29,153	22,790	32,232	50,581	50,529	1,739
1 2 3 4 5 6 7 .36 8 9 .88 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 20 21 22 23 24 25 26 27 28 29 20 21 22 23 24 25 26 27 28 29 20 21 22 23 24 25 26 27 28 29 20 21 22 23 24 25 26 27 28 29 20 21 22 23 24 25 26 27 28 29 20 21 22 23 24 25 26 27 28 29 20 20 21 22 23 24 25 26 27 28 29 20 20 21 22 23 24 25 26 27 28 29 20 20 21 22 23 24 25 26 27 28 29 20 20 20 21 22 23 24 25 26 27 28 29 20 20 20 21 22 23 24 25 26 27 28 28 29 20 .	50 43 12 85 37 64 72 159 56 41 	14 41 38 66 75 47 43 9 205 94 34 42 109 75 70 125 153 32 82 22 77 73 103 41 44 26 215 99 116 205 125 125	2 31 44 54 76 54 45 17 172 44 23 20 62 41 113 58 152 22 73 15 99 49 112 40 45 38 155 93 85 160 130 74	16 31 46 77 70 100 83 10 207 39 25 21 133 100 122 91 152 26 67 28 84 80 129 21 51 34 181 199 89 146 113 119	28 45 100 76 106 94 88 17 343 54 41 34 177 152 241 124 302 32 171 25 125 53 194 31 106 72 133 174 74 276 102 159	18 72 107 36 146 79 102 13 403 133 23 29 141 116 244 109 316 28 145 22 109 63 214 17 79 110 256 111 87 309 166 151	23

THE PUBLIC

I. TABLE A-ATTENDANCE AND PUPILS IN THE

	1			PUPILS	
		A	ttendance		
Towns	Total Number of Pupils on the roll	Boys	Girls	Average daily attendance of Pupils	Percentage of actual aggregate to possible aggregate gate attendance
33 Deseronto 34 Dresden 35 Dryden. 36 Dundas. 37 Dunnville 38 Durham 39 Eastview. 40 Elmira 41 Englehart. 42 Essex. 43 Ford. 44 Forest. 45 Fort Frances 46 Gananoque. 47 Georgetown. 48 Goderich. 49 Gore Bay. 50 Gravenurst. 51 Grimsby. 52 Haileybury. 53 Hanover. 54 Harriston. 55 Hawkesbury. 56 Hearst. 57 Hespeler. 58 Huntsville. 59 Ingersoll. 60 Iroquois Falls. 61 Kearney. 62 Keewatin. 63 Kenora. 64 Kincardine. 65 Kingsville. 66 Latchford. 67 Leamington. 68 Leaside. 69 Lindsay. 70 Listowel. 71 Little Current. 72 Massey. 73 Matheson. 74 Mattawa. 75 Meaford. 76 Merritton. 77 Midland. 78 Milton. 79 Mimico. 80 Mitchell. 81 Mount Forest 82 Napanee. 83 Nesterville. 84 New Liskeard 85 Newmarket. 86 New Toronto. 87 Niagara. 88 Oakville. 89 Orangeville. 90 Orillia. 91 Palmerston. 92 Paris. 93 Parkhill.	364 268 341 805 600 340 387 333 340 354 1,595 227 847 445 402 641 152 377 352 432 463 247 163 52 617 562 1,006 347 79 273 1,207 310 510 88 731 112 1,159 398 201 94 137 50 478 478 479 479 479 479 479 479 479 479	183 135 175 396 306 176 207 166 180 198 809 124 447 217 203 324 71 201 184 226 228 118 89 24 312 286 464 173 36 135 632 164 263 47 361 54 606 203 104 447 217 201 184 228 118 89 24 312 286 464 173 361 54 606 203 104 447 361 57 361 57 361 57 361 57 361 57 361 361 361 361 361 361 361 361	181 133 166 409 294 164 180 167 160 156 786 103 400 228 199 317 81 176 168 206 235 129 74 28 305 276 542 174 43 138 555 146 247 41 370 58 553 195 97 50 58 29 240 207 847 223 604 109 118 273 388 279 322 374 128 364 70	250 203 281 631 447 281 285 254 256 295 1,007 179 600 305 289 486 116 260 265 319 376 112 30 430 431 757 256 56 227 876 227 876 227 876 228 386 62 523 79 910 312 146 65 82 31 31 31 31 31 31 31 31 31 31 31 31 31	94 93 92 92 92 93 88 93 91 92 90 91 86 88 91 95 89 90 89 91 87 90 94 93 99 91 92 95 89 91 92 93 88 87 90 91 85 91 92 93 88 87 90 91 92 93 88 88 87 90 91 92 93 88 88 91 90 91 90 91 90 91 90 91 90 91 90 91 90 91 90 91 90 91 90 91 90 91 90 91 90 90 91 90 90 91 90 90 91 90 90 91 90 90 90 90 90 90 90 90 90 90
93 Parkhill					

VARIOUS BRANCHES OF INSTRUCTION (Continued)

	Number of Pupils in the Kindergarten	Kindergarten-Primary	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
334 3536 3738 3940 4142 43445 4647 488 4950 551 552 553 554 555 5758 606 6162 6366 647 677 777 777 777 777 777 777 777 7	88	34 40 88 40 42 63 35 203 85 35 49 48 14 46 45 48 48 48 48 48 48 49 40 	79 32 37 96 68 35 49 68 35 32 258 36 109 83 15 83 10 38 34 47 31 16 97 121 143 48 23 44 205 48 88 14 35 16 197 84 45 22 22 80 60 62 268 80 210 33 39 129 45 59 132 141 32 71 70 277 22 12	52 39 44 81 99 36 33 37 54 41 126 42 59 36 20 60 61 74 71 37 18 4 53 58 119 38 15 44 199 46 43 7 127 13 153 53 53 53 53 53 53 53 53 53	64 42 89 129 113 85 56 77 308 34 166 107 116 152 36 71 71 125 150 57 6 47 206 52 94 16 127 15 229 52 23 18 22 8 71 15 229 51 36 71 15 229 51 36 71 36 71 36 71 36 71 36 71 36 71 36 47 206 52 94 16 16 16 16 16 17 17 18 18 18 18 18 18 18 18 18 18	93 52 56 211 164 66 105 69 92 78 371 49 197 100 92 139 39 78 78 98 96 48 31 8 145 114 255 85 7 66 330 91 103 9 134 26 298 96 12 124 113 518 120 259 54 47 119 119 119 119 119 119 119 11	76 69 75 200 116 76 81 82 56 74 201 67 164 113 82 178 42 85 96 99 151 63 3', 17 122 144 242 61 11 72 267 73 137 30 230 27 282 113 35 22 30 11 159 77 398 119 312 66 72 138 7 175 169 136 67 143 111 349 58 193	21
93 94			21 160	20 179	26 147	38 268	34 149	

THE PUBLIC
I. TABLE A—ATTENDANCE AND PUPILS IN THE

	TABLE A		tendance	D PUPILS	IN THE
		ΛΙ			
Towns	Total Number of Pupils on the roll	Boys	Girls	Average daily attendance of Pupils	Percentage of actual aggregate to possible aggregate gate attendance
95 Pembroke. 96*Penetanguishene. 97 Perth. 98 Petrolia. 99 Picton. 100 Port Colborne. 101 Port Hope. 102 Powassan. 103 Prescott. 104 Preston. 105 Rainy River. 106 Renfrew. 107 Ridgetown. 108 Riverside. 109 Rockland. 110 St. Mary's. 111 Sandwich. 112 Seaforth. 113 Simcoe. 114 Sioux Lookout. 115 Smith's Falls. 116 Southampton. 117 Stayner. 118 Strathroy. 119 Sturgeon Falls. 120 Sudbury. 121 Tecumseh. 122 Thessalon. 123 Thornbury. 124 Thorold. 125 Tilbury. 126 Tillsonburg. 127 Timmins. 128 Trenton. 129 Trout Creek. 130 Uxbridge. 131 Vankleek Hill. 132 Walkerton.	973 1,033 4,34 582 531 1,119 832 170 385 899 466 571 308 430 51 652 1,179 227 797 421 1,199 349 160 422 277 1,219 32 409 164 656 146 581 1,330 1,126 91 209 93 256	480 507 237 301 258 575 424 71 190 438 256 298 137 228 31 329 605 105 420 212 611 183 80 206 138 611 19 217 82 330 73 289 682 555 51 98 45 116	493 526 197 281 273 544 408 99 195 461 210 273 171 202 20 323 574 122 377 209 588 166 80 216 139 608 13 192 82 326 73 292 648 571 40 40 40 40 40 40 40 40 40 40	832 770 357 437 421 854 633 120 279 704 331 434 267 236 33 461 770 185 574 325 949 254 120 324 186 889 9 310 122 516 108 409 924 843 74 174 174 189 199	92 90 93 90 98 90 98 90 93 90 93 90 93 96 92 94 92 94 91 91 97 86 92 94 91 91 97 86 92 94 91 91 91 91 91 91 91 91 91 91
	256 1,512 708 919 134 860 449 415 310	116 781 371 456 75 447 232 224 154	140 731 337 463 59 413 217 191 156	199 1,042 579 708 108 626 361 312 236	95 95 93 94 91 89 89 94 87
Totals	73,125	37,205	35,920	55,250	91.11
1 Rural Schools. 2 Cities. 3 Towns. 4 Villages.	217,221 205,157 73,125 23,193	112,534 103,391 37,205 11,923	104,687 101,766 35,920 11,270	145,630 153,653 55,250 17,161	85.50 90.78 91.11 89.87
5 Grand Totals, 1925	518,696 515,126	265,053 262,813	253,643 252,313	371,694 365,656	88.65 87.68
7 Increases	3,570	2,240	1,330	6,038	.97
9 Percentages		51.10	48.90	71.66	

^{*}Including Protestant Separate School.

VARIOUS BRANCHES OF INSTRUCTION (Continued)

		1	J MOIN	oction (c	Zontinuea)			
	Number of Pupils in the Kindergarten	Kindergarten-Primary	Primer	1st Book	2nd Book	3rd Book	4th Book	Beyond 4th Book
95 96 97 98 99 100 101 102 103 104 105 107 108 109 110 111 113 114 115 117 118 119 120 121 121 122 133 124 125 126 127 128 130 131 131 131 131 131 131 131	133 31 27 28 48	36 112 54 82 44 225 33 40 66 61 61 114 57 68	176 209 60 110 69 135 142 36 52 113 48 76 44 105 7 122 25 118 61 248 22 54 59 209 12 38 32 150 33 90 211 219 26 44 14 30 225 145 124 23 100 38 66 42	116 169 50 81 55 189 119 20 51 103 89 39 43 30, 7 78 156 28 84 87 156 54 20 49 50 191 8 60 17 76 15 85 243 154 2 2 2 5 15 15 8 15 8 15 8 15 8 15 8 15	122 163 71 87 89 166 116 25 43 203 77 89 38 124 12 88 206 34 158 54 182 50 27 94 48 187 6 62 29 110 20 81 20 81 20 81 20 81 20 81 20 81 20 81 20 81 20 81 20 81 20 81 20 81 20 81 20 81 20 81 81 81 81 81 81 81 81 81 81 81 81 81	273 260 139 157 113 296 216 39 78 202 96 157 79 73 8 161 271 58 214 114 296 85 43 115 66 326 2 99 34 180 35 143 252 232 14 60 25 65 361 168 178 189 189 189 189 189 189 189 189 189 18	153 232 114 147 138 221 239 50 107 196 112 158 71 58 17 203 217 54 157 78 317 79 48 110 54 306 4 89 52 140 43 137 211 289 23 52 140 43 157 211 289 23 52 140 43 157 211 211 211 211 211 211 211 211 211 21	43
	625	3,428	11,284	9,940	12,659	17,710	17,148	331
1 2 3 4	13,626 625	2,138 4,507 3,428 429	44,554 29,153 11,284 4,138	28,000 22,790 9,940 3,166	39,729 32,232 12,659 4,121	49,321 50,581 17,710 5,658	49,421 50,529 17,148 5,482	4,058 1,739 331 199
5 6	14,251 12,792	10,502 10,038	89,129 90,624	63,896 64,517	88,741 94,554	123,270 119,697	122,580 116,222	6,327 6,682
7 8	1,459	464	1,495	621	5,813	3,573	6,358	355
9	2.75	2.02	17.18	12.32	17.11	23.76	23.63	1.22

THE PUBLIC SCHOOLS (Continued)

I. TABLE A—ATTENDANCE AND PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION (Concluded)

	Rural Schools	Cities	Towns	Villages	Totals, 1925
No. of Pupils admitted during the year to School for THE FIRST TIME (Pupils who pre-					
viously attended some other School in Ontario not counted)	24,225	22,155	8,154	2,433	56,967
to attend some other Public or Separate School in another School Section No. of Girls who left School during the year	10,304	6,023	2,755	942	20,024
to attend some other Public or Separate School in another School Section	9,624	5,938	2,559	940	19,061
ing the year to attend a Secondary School (Continuation, High or Vocational) No. of Girls who left the 4th Book Class during the secondary School Class during the secondary School Class during the secondary School	3,285	5,671	2,104	720	11,780
ing the year to attend a Secondary School (Continuation, High or Vocational) No. of Boys who left the 5th Class during the	4,006	6,164	2,244	835	13,249
year to attend a Secondary School No, of Girls who left the 5th Class during the	252	106	32	16	406
year to attend a Secondary School No. of Pupils who left to attend some Private	325	261	30	19	635
School or CollegeNo. of Pupils removed by death or disability	96 390	535 577	71 162	17 50	719 1,179
No. of Pupils in Art	208,583 177,418 194,658 193,565 194,671 63,870 91,050 99,264 191,156 174,403 212,380 184 1,593 2,310 675 1,240 22 1,118	194,143 182,740 196,961 187,925 187,551 61,158 101,213 104,243 190,680 182,725 192,931 1,365 1,720 131 305	72,290 62,749 67,420 66,365 67,531 20,345 32,744 36,034 66,583 60,986 70,769 51 117 224 111 226	22,739 19,684 20,524 20,811 21,087 6,812 10,307 11,886 20,953 18,586 22,363 1 126 135 81 97 1 124	497,755 442,591 479,563 468,666 470,840 152,185 235,314 251,427 469,372 436,700 498,443 1,601 3,556 2,800 1,172 1,563 23 1,573
inclusive)	3,475 1,496 56	914 1,720	20 181	221 159 1	3,716 2,750 1,777
No. of Pupils in Agriculture	61,695 15,476 11,648	11,053 105,330 72,007	8,030 5,026 2,474	4,852 1,466 694	85,630 127,298 86,823

THE PUBLIC SCHOOLS (Continued)
II. TABLE B—ATTENDANCE BY AGE, SEX AND GRADE

			DE	AAN	T IVI I	1/1 (OF E	DUC	ATIC	JIV				97
Totals	6,924 6,702	2,295 2,212	15,172 13,981	11,918 10,872	6,128 5,784	10,437	13,439 13,166	11,939	10,725	8,851 9,502	223	137	98,188 96,072	194,260
19 yrs. & over									: :			11	18	19
18 yrs.			: :					: :	: :	9	3	11	23	66
17 yrs.			: :				: :	31	57	77	76	37	206	507
16 yrs.					: :	41	115 39	160	342 251	529 479	19 156	48	1,254	2,483
15 yrs.		• •		28 20	26	64 30	229	442	830	1,370	67 143	107	3,085	5,895
14 yrs.				56	27 20	122 80	472	196	1,766	2,350 2,245	69 85	35	5,838 5,139	10,977
13 yrs.		• •	48 34	80 44	81	297	1,026	1,811	2,559	2,483	45	-4	8,431	16,711
12 yrs.			960	139	207	651 475	1,856	2,741	2,844 3,121	1,567	12		10,078 10,206	,812 20,284 16,711
11 yrs.			94	344 187	469	1,350	3,134 2,941	3,271	1,866 2,205	437	4-1		10,969 10,843	21,812
10 yrs.			178	770	1,048	2,599	3,817	2,126 2,478	438	27		: :	11,003	21,659 21
9 yrs.		. 82	547 373	2,014	1,950	3,310	2,427 2,966	374	23	2			10,729	21,408
8 yrs.		71 24	1,693	4,130 3,641	2,095 2,143	1,831 2,046	360	16	: :			: :	10,196 9,584	19,780
7 yrs.	44	181 224	4,757	3,863 4,212	225 404	172 207	200					: :	9,245 9,310	18,555
6 yrs.	985	876 923	6,430	494 546		: :						: ;	8,785	17,628
5 yrs.	5,396 5,270	1,085	1,365				: :	• •					7,846 7,620	15,466
Under 5 yrs.	499				: :	: :	: :				• •	: :	478	977
	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	ss, 1925
Cities	Kindergarten	Kindergarten- Primary	Primer	First Book	Junior Second Book Boys.	Senior Second Book Boys	Junior Third Book	Senior Third Book	Junior Fourth Book Boys	Senior Fourth Book Boys	Junior Fifth Class	Senior Fifth Class	Totals by Sexes	Grand Totals, Cities, 1925

THE PUBLIC SCHOOLS (Continued)
II. TABLE B—ATTENDANCE BY AGE, SEX AND GRADE (Continued)

Totals	314	1,768	5,809	5,299 4,641	3,063	3,463	4,720	4,217	3,442	3,326	135	27 40	35,583 34,320	69,903
19 yrs. & over					: :	2				2	: :		ww	00
18 yrs.		• •	1		: =	: :	3	3	0.0	111	28		35	57
17 yrs.		• •		2	2	w ↔	100	9	22	54	11	24	113	208
16 yrs.	• •	* 6 * 9 * 0	3	5	7	12	38	70	144	196	17	0	497	843
15 yrs.		• •	2	3.0	14 5	37	119	251	332 257	552 495	28	12 10	1,354	2,364
14 yrs.			9	29 21	38	96	253	392	601 493	821 844	30 25	40	2,273	4,201
13 yrs.		2	9	36	92	153	445	710	837	920	17 22	62	3,240 2,992	6,232
12 yrs.	• •	:	16	108	160	288	768	1,017	855	559 773	12 14	22	3,786	7,635
11 yrs.		4	35	220	303	535	1,124	1,034	519 653	194 256	12		3,980	7,004
10 yrs.		24	118 80	509	603 530	885 783	1,205	617 750	118	19 23			4,079	8,049
9 yrs.	• •	12 10	266	1,096	891	949	668 863	110	10		: :		3,997	7,964
8 yrs.		77 50	763 637	1,717	788	435	86 158	3					3,869	7,704
7 yrs.	28	252	1,826	1,339	152 205	64 93	0		: :	* *		• •	3,666	7,389
6 yrs.	69	649 616	2,161	207	13	3.2			: :			* *	3,111	6,141
5 yrs.	179	738	593 581	5			: :						1,515	3,083
Under 5 yrs.	30	28	6 9						: :		: :	: :	65 56	121
	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	s, 1925
Towns	Kindergarten	Kindergarten- Primary	Primer	First Book	Junior Second Book Boys	Senior Second Book Boys	Junior Third Book	Senior Third Book	Junior Fourth Book Boys	Senior Fourth Book Boys	Junior Fifth Class	Senior Fifth Class	Totals by Sexes	Grand Totals, Towns, 1925

												-		1			
Incorporated Villages		5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	Totals
Kindergarten-Primary	Boys Girls	53	98	39	9					:	0 0						214 215
Primer	Boys Girls	257 261	778	697 535	299 211	105	31 21	15 79	90	200	2	: :		:::		: :	2,193
First Book	Boys Girls		57 96	404 551	543 472	355	135	65 40	38	18 10	27	8 .	==		:::		1,626
Junior Second Book	Boys	: :		48	246 247	327	184 134	588	59	20	13 2	41	₩	:::		:::	995
Senior Second Book	Boys	: :		18 28	144 197	301	280	182 154	116	82	28	13	∞ ∺	:		::	1,173
Junior Third Book	Boys	: :		2	39	230 294	405 428	333	265 176	147	53	38	29	9 :			1,620
Senior Third Book	Boys Girls			: :	· .	34	176	305	326 304	237	131	67	25	22	77	:	1,309
Junior Fourth Book	Boys Girls	: :		: :	: :	9 8	43	141 200	308	265 254	165	102	36	111	:	:::	1,077
Senior Fourth Book	Boys Girls	: :					4.00	61 71	153 245	271 325	294 281	213	83	22	100		1,106
Junior Fifth Class	Boys	: :			: :		: :		47	18	10	14	₩ ∞	0.10			50
Senior Fifth Class	Boys Girls			: :					: =	40	च च	18	13	42	0 7		444
Totals by Sexes	Boys Girls	326 314	933	1,208	1,263	1,359	1,259	1,249	1,275	1,067	736 595	472 342	204 151	46 39	12	3.2	11,407
Grand Totals, Villages, 1925	1925	640	1,883	2,435	2,436	2,669	2,529	2,597	2,426	1,986	1,331	814	355	85	700	10	22,211

II. TABLE B-ATTENDANCE BY AGE, SEX AND GRADE (Concluded) THE PUBLIC SCHOOLS (Continued)

													1	
Totals	7,238	4,277	23,174 21,401	18,843 17,053	10,186 9,507	15,073 14,246	19,779	17,465	15,244	13,283	408	208 585	145,178 141,196	286,374
19 yrs. & over						17		17		.4	.00	12	27	34
18 yrs.					:		3	nn	6.9	23	12 24	13	109	174
7 yrs.	:::		13	2	1	0	12	42	90	153	17	411	368	804
16 yrs. 1			23	3	111	61 21	182	255	522 354	810	39	66 205	1,955	3,682
15 yrs. 1	• •	: :	0.8	37	44 26	1114	386	760	1,264	2,135	109	59	4,917	9,080
14 yrs.			111	92	78	246 147	811 554	1,490	2,532 2,158	3,465	107. 120	17	8,849	16,514
13 yrs.		17	70	154	193	532	1,618	2,758	3,661	3,674	80	12	12,749	,
12 yrs.		- :	110	285	426 258	1,055	2,889	4,084	4,007	2,279	23	00	15,167	30,401 24,943
11 yrs.		4-1	243 216	629	862 571	2,067	4,648	4,610	2,526	692 820	16		16,297 16,158	32,455
10 yrs.	* *	200	549 408	1,414	1,835	3,764	5,427 5,649	2,919	599 719	50 76	: :	• •	16,563 16,052	
9 yrs.		13	1,609	3,465 2,615	3,168	4,560	3,325	518 649	34	2 :			16,694 16,345	33,039
8 yrs.		165	4,216	6,350 5,692	3,129	2,410	468	22 24					16,800	752 32,548 33,039 32,615
7 yrs.	72	362 254	7,696	5,605 6,184	425	254 328	10						14,425	28.752
6 yrs.	1,064	928	7,280	758	13	3.2							10,045	58 20,678 28,
5 yrs.	5,575 5,476	1,683	1,374	200				::			:::		8,637	
Under 5 yrs.	527 508	1,113				: :	:::				• •	• •	1,640	3,197 17,
	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Urban 925
All Urban Schools	Kindergarten	K.ndergarten- Primary	Primer	First Book	Junior Second Book Boys	Senior Second Book Boys Girls	Junior Third Book	Senior Third Book	Junior Fourth Book Boys	Senior Fourth Book Boys	Junior Fifth Class	Senior Fifth Class	Totals by Sexes	Grand Totals, all Urban Public Schools, 1925 3,197 17,4

Totals	1,077	24,283 20,271	15,022 12,978	10,306 9,008	11,056 9,359	14,062	11,724	10,312	11,227	953	225	110,247	210,486
19 yrs. & over	: :			3	1	: -	3.2	44	9		10	15	58
18 yrs.	: :	3	: :	4	23		04	∞10	33	15	13	69	135
17 yrs.		1	7	₩.	8 10	17	31	44	160	37	21 29	332	650
16 yrs.		10	18	33	39	93	175	260 176	744 652	107 140	61 74	1,540	2,779
15 yrs.		28	36	84	150	324 190	573 351	905	1,970	210	63	4,343	7,926
14 yrs.		60 52	105	163	340	1,096	1,279	1,714	3,203	357	43	8,272 6,493	23,958 23,024 19,844 14,765
13 yrs.	7.5	103	209	335 184	621 389	1,403	2,117	2,643	2,839	213 281	. 18	10,503 9,341	19,844
12 yrs.	1 0	192 121	384 254	621 380	1,188	2,335	2,917	2,637 2,818	1,722 2,252	96	111	12,104 10,920	23,024
11 yrs.	8 4	332	719	1,065	1,975	3,253 2,895	2,759	1,632 2,119	484	14	22	12,243	23,958
10 yrs.	5	730	1,576	2,153	2,728	3,380	1,523	412 660	112	3		12,579	24,318
9 yrs.	33	1,649	3,197 2,448	3,132 2,883	2,692 2,677	1,835	317	48	3.2			12,905	24,875
8 yrs.	72 50	4,131 2,923	4,990	2,209 2,436	1,185	307	20 41	2				12,919	16,463 22,712 24,570 24,879
7 yrs.	251 225	7,515 6,482	3,357	478 532	123 201	18 19	2					11,744	3 22,712
6 yrs.	448 446	7,605	403 553	26 34	10							8,484	16,463
5 yrs.	240 279	1,861	20 10									2,121	4,253
Under 5 yrs.		62 56										77	152
	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys	Boys	d Public
Rural Schools	Kindergarten-Primary	Primer	First Book	Junior Second Book	Senior Second Book	Junior Third Book	Senior Third Book	Junior Fourth Book	Senior Fourth Book	Junior Fifth Class	Senior Fifth Class	Totals by Sexes	Grand Totals, all Rural Public Schools, 1925

THE PUBLIC III. TABLE C—TEACHERS, SALARIES,

		III.	TABL	E C—T	EACHE	RS, SAL	ARIES,
	T	eachers			Sala	ries	
Rural Schools	Number of Teachers	Male	Female	Highest salary, male	Highest salary, female	Average salary, of male teachers	Average salary, of female teachers
1 Brant. 2 Bruce. 3 Carleton. 4 Dufferin. 5 Dundas. 6 Elgin. 7 Essex. 8 Frontenac. 9 Glengarry. 10 Grey. 11 Haldimand. 12 Haliburton. 13 Halton. 14 Hastings. 15 Huron. 16 Kent. 17 Lambton. 18 Lanark. 19 Leeds and Grenville. 20 Lennox and Addington. 21 Lincoln. 22 Middlesex. 23 Norfolk. 24 Northumberland and Durham. 25 Ontario. 26 Oxford. 27 Peel. 28 Perth. 29 Peterborough. 30 Prescott and Russell. 31 Prince Edward. 32 Renfrew. 33 Simcoe. 34 Stormont. 35 Victoria. 36 Waterloo. 37 Welland. 38 Wellington. 39 Wentworth. 40 York. 41 Algoma. 42 Cochrane. 43 Kenora. 44 Manitoulin. 45 Muskoka. 46 Nipissing. 47 Parry Sound. 48 Rainy River. 49 Sudbury. 50 Timiskaming. 51 Thunder Bay. 1 Totals, Rural Schools. 2 Cities. 3 Towns. 4 Villages. 5 Grand Totals, 1925. 6 Grand Totals, 1925.	80 169 168 92 81 124 131 150 80 226 82 64 65 195 200 150 150 175 126 229 119 95 208 106 214 139 126 99 117 1066 97 74 169 237 74 169 237 113 629 96 74 33 52 113 69 91 117 101 139 155 11 141 162 101 101 101 101 101 101 101 101 101 10	5 24 23 3 3 20 12 18 9 3 26 8 10 3 22 23 33 13 9 6 21 9 15 20 14 38 13 25 8 23 17 9 10 10 33 9 9 13 20 25 17 108 14 8 8 8 10 15 12 32 22 22 24 23 19 9 106 1166 1,899 1,809	75 145 145 89 61 112 113 141 77 200 74 54 62 173 167 137 166 120 208 110 80 88 92 176 126 101 91 94 89 88 64 159 204 75 102 81 114 138 124 521 82 66 62 55 42 98 57 109 48 57 60 72 5,892 3,878 1,440 436 11,550	\$1,400 1,230 1,700 1,200 1,100 1,500 1,600 1,200 1,250 1,300 1,200 1,250 1,300 1,400 1,300 1,100 1,100 1,100 1,100 1,100 1,400 1,450 1,450 1,450 1,400 1,800 1,300 1,500 1,450 1,450 1,450 1,450 1,450 1,500 1	\$2,000 1,178 1,800 1,100 1,200 1,350 1,500 1,150 1,200 1,200 1,200 1,200 1,200 1,360 1,200 1,360 1,200 1,100 1,300 1,150 1,300 1,150 1,300 1,450 1,205 1,300 1,205 1,300 1,205 1,300 1,205 1,300 1,205 1,300 1,200 1,350 1,200 1,200 1,350 1,200 1,200 1,200 1,350 1,200	\$1,070 1,029 1,162 1,066 1,010 1,075 1,201 905 1,067 1,036 1,091 858 1,033 1,006 1,088 1,102 1,044 983 940 889 1,258 1,045 1,045 1,040 1,090 1,090 1,093 948 1,042 1,138 1,049 1,291 1,090 1,093 948 1,049 1,291 1,090 1,044 1,291 1,090 1,044 1,291 1,044 1,291 1,044 1,336 1,149 1,332 1,530 1,149 1,332 1,149 1,332 1,149 1,146 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,149 1,146 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1,149 1,146 1,148 1	\$1,028 929 1,024 955 940 1,007 1,033 823 920 938 987 775 1,029 925 969 1,067 966 883 1,023 948 975 911 976 1,007 1,017 974 936 874 963 991 961 1,065 1,125 913 1,145 906 829 823 825 873 925 962 1,061 967
7 Increases	186	90	96			39	4
9 Percentages		14.02	85.98				

SCHOOLS (Continued)
CERTIFICATES, EXPERIENCE, ETC.

C 1 .	0		4.5
Salaries (Con	tini	ied)

1 S \$1,033 \$1,070 \$1,026 \$ \$ \$0.0 \$ 2 975 889 1,050 935 880 830 \$ 4 925 1,066 956 5 933 1,010 940 7 1,333 1,006 1,198 1,040 1,025 986 8 900 844 921 860 800 657 9 1,050 954 1,001 938 800 750 10 1,050 954 1,001 938 800 750 11 1,048 1,091 977 12 925 950 871 787 775 744 13 1,000 967 1,050 1,035 14 1,300 967 1,050 1,035 15 1,000 1,032 1,107 1,000 900 16 1,000 1,032 1,107 1,000 900 17 1,000 1,032 1,107 1,000 900 18 900 915 1,050 861 19 900 915 920 1,067 861 19 900 900 940 899 650 731 10 1,000 900 940 899 650 731 21 1,100 928 1,036 951 22 1,120 928 1,036 951 23 800 942 1,000 983 24 1,040 994 1,054 905 990 25 900 1,000 906 1,054 905 26 965 999 1,221 1,021 27 1,500 996 1,021 28 1,050 983 1,022 29 1,000 1,008 1,033 30 1,000 1,008 1,035 30 1,000 1,008 1,033 4,000 940 940 899 650 731 27 1,100 980 28 1,050 983 1,150 29 1,000 1,008 1,033 30 1,000 1,008 31 1,000 980 1,028 32 1,250 983 1,129 43 1,000 983 1,150 44 1,000 983 1,146 55 1,133 1,100 7 1,258 1,145 8 1,170 994 9 1,136 1,000 1,145 1,000 1,003 1,147 1,000 1,003 1,145 1,000 1,003 1,145 1,000 1,003 1,145 1,000 1,003 1,145 1,000 1,003 1,145 1,000 1,003 1,147 1,100 1,003 1,148 1,000		Average salary, male teachers with I Class certificates	Average salary, female teachers with I Class certificates	Average salary, male teachers with II Class certificates	Average salary, female teachers with II Class certificates	Average salary, male teachers with III or District certificates	Average salary, female teachers with III or District certificates	Average salary, Kindergarten- Primary teachers	Average salary, Kindergarten teachers	Average salary, Manual Train- ing teachers
7 1,333 1,006 1,198 1,040 1,025 986 990 844 921 860 800 657 <td< td=""><td>2 3 4 5</td><td>975 1,250</td><td>889 1,178 925 933</td><td>1,050 1,154 1,066 1,010</td><td>935 1,018 956 940</td><td></td><td>830 800</td><td></td><td></td><td>\$</td></td<>	2 3 4 5	975 1,250	889 1,178 925 933	1,050 1,154 1,066 1,010	935 1,018 956 940		830 800			\$
13 1,000 967 1,050 1,035 858 855 15 1,000 1,027 1,108 904 16 1,100 1,022 1,111 1,072 1,000 900 17 1,000 1,029 1,067 861 18 900 915 1,050 861 20 1,000 900 940 889 650 731 21 1,017 1,258 1,026 950 22 1,120 928 1,036 951 23 800 942 1,100 983 887 25 900 1,000 1,158 878 800 25 900 1,000 1,158 878 800 <t< td=""><td>7 8 9 10 11</td><td>1,333 900 1,050</td><td>1,006 844 950 954 1,048</td><td>1,198 921 1,067 1,001 1,091</td><td>1,040 860 920 938 977</td><td>800</td><td>986 657 750</td><td></td><td></td><td></td></t<>	7 8 9 10 11	1,333 900 1,050	1,006 844 950 954 1,048	1,198 921 1,067 1,001 1,091	1,040 860 920 938 977	800	986 657 750			
18	13 14 15 16	1,000 1,300 1,000 1,100	967 982 1,027 1,032	1,050 1,027 1,108 1,111	1,035 935 964 1,072	858	855			
23 800 942 1,100 983 887 25 900 1,000 1,158 878 900 26 965 999 1,136 1,008 1,200 <t< td=""><td>18 19 20 21 22</td><td>900 950 1,000</td><td>915 · 971 900 1,017</td><td>1,050 940 940 1,258</td><td>898 903 899 1,026</td><td>950 650</td><td>850 731 950</td><td></td><td></td><td></td></t<>	18 19 20 21 22	900 950 1,000	915 · 971 900 1,017	1,050 940 940 1,258	898 903 899 1,026	950 650	850 731 950			
29 1,000 1,088 1,033 967 825 762	24 25 26 27	1,040 900 965 1,500	994 1,000 999 992	1,054 1,158 1,136 1,221	905 878 1,008 1,021		887			
34 970 948 949	29 30 31 32	1,000 1,000 1,000 1,250	1,008 1,083 980 983	1,033 975 1,028 1,012	967 931 973 914	825	750 800 884			
40 1,674 1,119 1,505 1,125 1,100 1,100 1,100 <td>35 36 37 38</td> <td>1,145 1,150 1,317</td> <td>1,013 1,000 1,077 950</td> <td>1,069 1,199 1,361 1,113</td> <td>959 1,008 1,066 969</td> <td>1,000</td> <td></td> <td>'</td> <td></td> <td></td>	35 36 37 38	1,145 1,150 1,317	1,013 1,000 1,077 950	1,069 1,199 1,361 1,113	959 1,008 1,066 969	1,000		'		
45 1,167 836 875 845 900 763 <td>40 41 42 43</td> <td>1,674 1,275 2,600 950</td> <td>1,119 950 1,394</td> <td>1,505 1,146 1,279 1,075</td> <td>1,125 930 1,147 908</td> <td>1,000</td> <td>975 900</td> <td></td> <td></td> <td></td>	40 41 42 43	1,674 1,275 2,600 950	1,119 950 1,394	1,505 1,146 1,279 1,075	1,125 930 1,147 908	1,000	975 900			
51 1,220 975 1,089 1,005 1,233 858 1 1,234 1,009 1,145 978 917 809 1,075 2 2,464 1,425 2,029 1,455 1,106 1,319 1,460 2,277 3 1,912 1,074 1,792 1,083 1,049 1,073 1,050 1,900 4 1,185 1,006 1,391 1,005 745 967 5 2,144 1,208 1,420 1,135 917 821 1,280 1,445 2,264 6 2,296 1,212 1,444 1,146 895 835 1,238 1,336 2,196 7 22 42 109 68 8 152 4 24 11 14	45 46 47 48 49	1,167 1,239 1,200 1,400	1,025 1,100 1,031	875 988 1,117 1,036 1,276	845 841 867 949 1,020	900 963 890 875	763 795 900 785 832			
4 1,185 1,006 1,391 1,005 745 967 5 2,144 1,208 1,420 1,135 917 821 1,280 1,445 2,264 6 2,296 1,212 1,444 1,146 895 835 1,238 1,336 2,196 7 22 42 109 68 8 152 4 24 11 14	51	1,220 1,234 2,464	975 1,009 1,425	1,089 1,145 2,029	1,005 978 1,455	917	858 809 1,106	1,075 1,319	1,460	2,277
8 152 4 24 11 14	5 6	2,144	1,006	1,391	1,005	917 895	821 835	1,280 1,238	1,445 1,33.6	2,264 2,196
	8	152	4	24	11		14	`		

THE PUBLIC III. TABLE C—TEACHERS, SALARIES.

			III. T	ABLE C-	-TEACH	ERS, SAI	LARIES,
		Salar	ies (Conti	nued)	have a in	ω	of.
		- 50	In the S		h in	have a ol in	have la Nor
	D 101 1	ary	ary	ary	vho ded 1001	ho] ded hoo	ಕ್ಷಿತ್ತಲ್ಲಿ:
	Rural Schools	sal old tea	sal mpc	s sa	Sch	r w ten Sc	r w cenc or On
		seh	rage ter	rage ale pora	nbe at lel	obe ario	nbe att ege in
		Average salary, Household Science teachers	Average salary,	Average salary, female temporary	Number who ever attended Model School Ontario	Number who have ever attended a Normal School i	Number who he ever attended a College or Col Ed. in Ont.
1 Brant		\$	\$	\$	3	78	3
2 Bruce		Ψ	Ψ	Ψ	8	161	4
3 Carleton					9	166	1
						90 81	2
6 Elgin					5	118	5
					16 19	115 130	5
	acy				18	80	
10 Grey					2	225	,
	nd		• • • • .		1 18	81 44	1
					4	65	
14 Hastings					40	159	3
		****			$\begin{vmatrix} 12\\2 \end{vmatrix}$	192 148	8
	1				$\frac{2}{4}$	172	3
18 Lanark.					6	120	
	d Grenville	• • • •			11 11	· 223	13
	· · · · · · · · · · · · · · · · · · ·				16	90	- 2
22 Middlese	ex				3	207	1
23 Norfolk.	berland and Durham				17 10	104 202	9
	· · · · · · · · · · · · · · · · · · ·				3	124	12
26 Oxford.					13	118	7 5
27 Peel 28 Perth		• • • •				94	2
29 Peterbor	ough				12	94	
30 Prescott	and Russell			622	20	76	1 1
	dward				6 46	70 132	1
33 Simcoe.	• • • • • • • • • • • • • • • • • • • •				12	231	2
	t				9 12	83 106	1
36 Waterloo),				6	101	1
37 Welland					10	137	2
38 Wellingt	onth				10	149 135	7
		1,350			68	534	21
41 Algoma.					9	84	;
	e				9 5	61 28	4
	lin				23	29	
45 Muskoka	3				26	88	
46 Nipissing	g und			• • • •	17 3	52 137	2
48 Rainy R	iver		1,600	1,000	9	54	5
49 Sudbury					46	76	6
50 Timiskai	ming Bay				6 19	75 66	3
	Rural Schools	1,350	1,600	642	636	6,131	148
2 Cities	• • • • • • • • • • • • • • • • • • • •	1,592			1,329	3,734	677
3 Towns		1,538			345	1,495	88 25
	otals, 1925	1,587	1,600	642	$\frac{72}{2,382}$	512 11,872	938
	otals, 1924	1,520	1,058	713	2,754	11,489	1,143
7 Increases	3	67	542			383	
	s			<u>7i</u>	372	07.65	205
9 Percenta	ges	• • • • •			17.58	87.65	6.93

SCHOOLS (Continued)
CERTIFICATES, EXPERIENCE, ETC. (Continued)

CEL	CTIFIC	ATES, E	XPERIE	NCE, ET	C. (Cont	inued)				
	uates				C	ertificates	3			
	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District	Kindergarten- Primary	Kindergarten	Manual Training	Household Science	Temporary
1 2 3		9 11 10	70 152	6	• • • • .	1			• • • •	
4		4	156 88	2						
5 6 7		3 17	78 107							
- 8		12 10	108 114	11 25	···.					
9 10		2 14	78 210	· · · · i	· · · · · · · · · · · · · · · · · · ·					
11	· · · · i	10	72 36	24						
12 13 14		4 7 21	58 137	37						
15		17	183	2						
16 17		12 15	136 160						, , , ,	
18 19		6 13	114 210	6						
20 21		13	93 81	13 1						
22 23		24	184 91	2						
24 25		17 12	196 124	1						
26 27		20	105	3						
28		15	84 109							
29 30	1	8 7	83 70	15						18
31		6 8	64 123	4 35	3					
32 33 34		18	214 79	5						
35		5 11	95	9						
35 36 37		9 18	92			2				
38 39		17 10	138 131							
40 41	1	52 6	575 81	9		1	• • • •		1	
42 43		6	59 26	9						
44		3	26	23						
45 46		10	74 50	29 16	3					
47 48		11 4	127 51	3 13						2
49	1	8 7	80 72	33						
50		9	61	21					1	20
2	164	567 910	5,824 3,112	376	8	296	131	53	64	
3 4	8 2	155 41	1,405 488	11 10	2	48	5	2	2	
1 2 3 4 5 6 7 8	178 162	1,673 1,431	10,829 10,511	404 706	10 64	351 327	136 154	55 63	67 66	20 37
7	16	242	318	302	54	24	18	8	1	17
9	1.31	12.35	79.95	$\frac{302}{2.98}$.07	2.59	1.00	. 41	.49	. 15

THE PUBLIC

III. TABLE C-TEACHERS, SALARIES,

	Number of teachers who at end of	year had taught less than one year	One year,	two years	2 years, but	rs	3 years, but	ris ris	4 years, but	r.s	5 years, but	years
1 Rural Schools	Male 186 10 7 4 207	Female 1,009 71 49 20 1,149	M. 173 18 10 5 206	F. 1,075 120 91 24 1,310	M. 114 31 11 4 ———————————————————————————	F. 801 131 102 41 1,075	M. 75 60 10 10 155	F. 576 168 101 38 	33 10 5	147 125 42	39 16 9	F. 370 195 113 27 705
6 Percentages, Male 7 Percentages, Female.		9.87		4 4 0 = 1	8.43	9.23		7.58	4.63		5.85	

	14 years, but	less than 15 years	= =	years	ě,	years	9	years	18 years, but	S	19 years, but less than 20	S
1 Rural Schools 2 Cities 3 Towns 4 Villages	Male 4 18 5 3	Female 41 118 31 5	M. 8 14 1 2	.F. 40 107 33 6	M. 6 9	F. 32 120 24 10	1	F. 20 90 17 4	M. 9 15 2 1	F. 24 101 11 3	M. 4 11 5	F. 17 75 24 6
5 Grand Totals, 1925	30	195	25	186	15	186	24	131	27	139	20	122
6 Percentages, Male 7 Percentages, Female.	1.58	1.67	1.32	1.60		1.60	1.26	1.12	1.42	1.19	1.05	1.05

	18 8		ears, b	Jears than 30	30 years, but	ris	31 years, but	rs	32 years, but	ည	33 years, but	e E
1 Rural Schools 2 Cities. 3 Towns. 4 Villages		Female 16 55 14 1	M. 9 13 4 2	F. 3 33 11 5	M. 4 8 4 2	F. 4 28 8 3	M. 3 9 3 1	F. 7 35 8	M. 10 9 6 2	F. 3 45 6	M. 6 9 3	F. 6 32 5
5 Grand Totals, 1925		86	28	52	18			50		54		43
6 Percentages, Male 7 Percentages, Female.	.95	.73	1.47	.45	.95	.37	. 84	43	1.42	.46	.95	.37

Average experience: Male Teachers, 11.05 years; Female teachers, 8.9 years; all teachers, 9.25 years. Average experience, rural teachers, 5.08 years; urban teachers, 13.4 years.

CERTIFICATES, EXPERIENCE, ETC. (Concluded)

	6 years, but less than 7		7 years, but	S	8 years, but	ça	9 years, but	S	10 years, but less than 11	L'S	11 years, but	Lilaii 1	12 years, but	tildii 1	13 years, but	S.
1 2 3 4	M. 29 44 5 7	F. 312 230 103 39	M. 18 23 8 1	F. 312 219 86 31	M. 14 33 7 10	F. 190 209 67 22	M. 16 49 9	F. 149 155 68 11	M. 15 29 6 5	F. 116 170 52 6	M. 7 17 4 2	F. 169 167 42 13	M. 13 16 2 3	F. 66 132 45 11	M. 11 17 3 3	F. 57 139 30 10
5	85	684	50	648	64	488	80	383	55	344	30	291	34	254	34	236
6	4.48	5.87	2.63	5.56	3.37	4.20	4.21	3.29	2.90	2.95	1.58	2.50	1.79	2.18	1.79	2.03

	20 years, but less than 21		21 years, but less than 22	ρ	22 years, but	S	23 years, but	riidiii TS	24 years, but	S	2	years	rears, bu	years	27 years, but	COR.
1 2 3 4	M. 7 15 1 3	F. 22 64 21 7	M. 5 10 1	F. 14 73 21 2	M. 7 6 1 1	F. 9 59 12 10	M. 3 7 3 1	F. 19 87 11 8	M. 3 13 2	F. 14 68 11 2	M. 8 12 2	F. 20 65 15 5	M. 5 6 6 1	F. 9 55 9	M. 2 12 4 1	F. 4 56 13 5
5	26	114	17	110	15	90	14	125	18	95	22	105	18	81	19	78
6.7	1.37	98		94	. 79			1.07	.95	82	1,16	90	.95	70	1.00	.67

	M 34 years, but less than 35		35 years, but		36 years, but less than 37 years		37 years, but		38 years, but	TS .	39 years, but	rian F	40 years	or over		0.00
1 2 3 4	M. 6 9	F. 5 29 4 1	M. 8 9 2 1	F. 35 8	M. 5 5 4	F. 3 25 9	M. 3 5 2 1	F. 3 28 5	M. 1 8 2 1	F. 31 4 1	M. 4 1 2	F. 29	M. 9 23 8 6	F. 5 82 28 6	M. 908 695 190 106	F. 5,892 3,878 1,440 436
5	15	39	20	44	14	37	11	36	12	36	7	34	46	121	1,899	11,646
6	.79	·:.;	1.05	38	. 74	.32	.58		.63		.37	.29	2.42	1.04		

THE PUBLIC IV. TABLE D—SCHOOL HOUSES, MEDICAL

									, , ,		
		So	hool	Hous	ses			Text oks	I	Medical an	nd Dental
Rural Schools	Number of Schools	Brick	Stone	Concrete	Frame	Log	No. of Schools with free School Readers	No. of Schools with other Text Books free	No. of Schools where Medical Inspection is in force	No. of Schools where Nurse Inspection with Medical Super- vision is in force	No. of Schools where Nurse Inspection only (without Medical Sup- ervision) is in force
1 Brant. 2 Bruce. 3 Carleton. 4 Dufferin. 5 Dundas. 6 Elgin. 7 Essex. 8 Frontenac. 9 Glengarry. 10 Grey. 11 Haldimand. 12 Haliburton. 13 Halton. 14 Hastings. 15 Huron. 16 Kent. 17 Lambton. 18 Lanark. 19 Leeds and Grenville. 20 Lennox and Addington. 21 Lincoln. 22 Middlesex. 23 Norfolk. 24 Northumberland and Durham. 25 Ontario. 26 Oxford. 27 Peel. 28 Perth. 29 Peterborough.	61 167 125 91 72 105 111 144 75 52 21 74 55 58 177 184 139 170 122 222 111 66 184 99	48 117 45 66 6 84 53 15 3 3 131 60 5 62 126 108 98 24 66 60 140 83 91 59 96 96	2 15 16 3 8 8 3 19 2 11 11 12 8 7 3 7 3	1 4 14 2 2 3 3 4 4 3 2 2 4 4 1 1 6 6 3 3 1 1 3	10 31 49 20 56 18 51 106 69 37 10 46 8 8 100 48 30 69 86 79 78 22 39 18 51 13 33 12 11 14 14 14 14 15 16 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	1		33 22 1 1 2 2	25	4 8 4 7	10
30 Prescott and Russell. 31 Prince Edward. 32 Renfrew. 33 Simcoe. 34 Stormont. 35 Victoria. 36 Waterloo. 37 Welland. 38 Wellington. 39 Wentworth.	81 71 159 213 75 104 85 82 143 79	10 36 60 153 4 76 65 53 98 57	11 1 2 4 15 4 36 13	1 10 21 4 5 6	70 24 85 37 67 24 5 20 3	3	3	2	42	1 36	30

AND DENTAL INSPECTION, LIBRARIES, ETC.

Ins	pection			Religiou	s Exercise	es	Rura	School Lib	raries
	No. of Nurses employed	No. of Schools where Dental Inspection is in force	No. of Schools where Bible or selections therefrom used	No. of Schools where passages are mem- orized	No. of Schools opened and closed with prayer	No. of Schools where religious instruction is imparted as permitted by the regulations	No. of Rural Schools with a library	No. of volumes	Value of libraries
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 19 19 19 19 19 19 19 19 19 19 19 19	1	355	611 166 125 90 72 105 99 134 46 221 74 52 58 157 183 137 164 116 202	21 118 24 20 92 94 44 13 120 42 31 18 51 119 72 165 64	611 1666 1255 92 722 1055 1100 1422 74 2122 74 533 588 1755 1833 1377 169 1222 218	2 8 18 4 10 4 44 44 13 64 5	61 165 120 91 71 105 110 143 75 221 74 53 58 177 183 137 169 122 217	25,848 13,568 23,656 38,040 23,580 23,945 13,709 48,522 16,016 7,035 15,181 50,486 38,249 31,952 40,294 23,622	\$9,112 22,478 11,054 4,991 10,278 15,990 10,851 9,048 3,441 15,246 7,145 2,508 6,848 16,665 13,773 6,365 12,245 9,616 17,360
20 21 22 23	· · · · · · · · · · · · · · · · · · ·		101 66 184 99	38 14 156 38	114 66 184 99	 2 3	107 64 184 99	23,824 33,826	5,507 11,373 14,567 8,274
24 25 26 27 28 29 30 31 32 33 34 35 36 37 38	1	12	197 117 108 76 109 84 57 67 109 187 69 93 80 78 143	37 72 28 26 29 42 15 22 59 65 21 43 46 25 61 35	198 117 98 76 112 94 81 71 148 207 75 104 84 80 143 79	24 4 2 2 7 4 15 50 1 18 1	201 116 96 76 112 95 81 71 159 211 75 103 84 80 142	25,409 29,718 13,244 24,382 23,365 14,841 11,817 30,302 29,300 14,714 27,604 21,794 19,113 26,559	14,469 12,079 12,097 5,277 9,205 7,525 5,540 5,513 10,892 17,322 5,737 8,894 6,480 7,043 11,785 17,426

THE PUBLIC IV. TABLE D—SCHOOL HOUSES, MEDICAL

		School Houses					Free Boo		Medical and Dental		
Rural Schools	Number of Schools	Brick	Stone	Concrete	Frame	Log	No. of Schools with free School Readers	No. of Schools with other Text Books free	No. of Schools where Medical Inspection is in force	No. of Schools where Nurse Inspection with Medical Super- vision is in force	No. of Schools where Nurse Inspection only (without Medical Sup- ervision) is in force
40 York. 41 Algoma. 42 Cochrane. 43 Kenora. 44 Manitoulin. 45 Muskoka. 46 Nipissing. 47 Parry Sound. 48 Rainy River. 49 Sudbury. 50 Timiskaming. 51 Thunder Bay.	178 88 49 30 49 105 68 123 59 89 67 79	146 12 3 1 4 27 4 14 8 8 8	1 2 2 2 2 	3 3 13 2 1 5 2	28 64 40 24 29 66 50 96 37 74 61 53	7 6 5 1 8 13 5 12 7 2 16	27 1 3 1 2 13 1 2 20	29 3 5 1 2 16 3 1 20	5 3 6 18 2 20 11 12 8 34	5 2 1 10 4 3 11 1 1 21	26 3 2 13 3 3 2 1 1 8
1 Totals, Rural Schools 2 Totals, Cities 3 Totals, Towns 4 Totals, Villages	333 265	2,794 306 207 148	378 15 18 4	150	2,203 12 35 10	102	90 222 22 3	94 213 22 .6	539 171 54 24	118 78 35 11	307 125 82 22
5 Grand Totals, 1925.6 Grand Totals, 1924.		3,455 3,427	415 415	157 145			337 332	335 341	788 797	242 318	536 469
7 Increases	28	28		12	22	10	5	6	· ġ	76	67
9 Percentages		54.08	6.49	2.46	35.38	1.59	5.27	5.24	12.33	3.78	8.38

AND DENTAL INSPECTION, LIBRARIES, ETC. (Concluded)

Insp	pection			Religion	us Exercis	es	Rural	School Lib	raries
	No. of Nurses Employed	No. of Schools where Dental Inspection is in force	No. of Schools where Bible or selections therefrom used	No. of Schools where passages are memorized	No. of Schools opened and closed with prayer	No. of Schools where religious instruction is imparted as permitted by the regulations	No. of Rural Schools with a library	No. of volumes	Value of libraries
40 41 42 43 44 45 46 47 48 49 50 51	15 2 6 11 1 3	1	41 25 49 101 52 1 113 1 52 5 82 5 88	88 28 12 3 16 41 30 49 35 13	148 84 47 28 49 104 68 122 59 90 62 77	77 55 58 86 18 1 31 32 7	175 777 34 200 48 101 64 116 53 78 63 72	61,566 12,328 6,805 2,763 6,273 15,235 5,532 15,676 7,196 10,116 11,697 7,360	25,018 5,165 3,673 1,742 2,849 6,251 141,470 6,484 4,715 4,687 5,313 3,158
1 2 3 4		23	7 328	2,358 301 99 61	5,516 327 241 155	413 30 42 19		1,193,921	612,544
5	188 162	3 40 31	5,980 5,878	2,819 2,414	6,239 6,220	504 627			
7 8	20		4 102	405	19	123		,,,,,	
9	2.9	6.2	93.55	44.10	97.60	7.88			

THE PUBLIC

V. TABLE E-FINANCIAL

		Receipts	1
Rural Schools	Legislative Grants	Municipal Grants (County)	Municipal Grants (Township)
1 Brant. 2 Bruce 3 Carleton. 4 Dufferin. 5 Dundas. 6 Elgin. 7 Essex. 8 Frontenac. 9 Glengarry. 10 Grey. 11 Haldimand. 12 Haliburton. 13 Halton. 14 Hastings. 15 Huron. 16 Kent. 17 Lambton. 18 Lanark. 19 Leeds and Grenville. 20 Lennox and Addington. 21 Lincoln. 22 Middlesex. 23 Norfolk. 24 Northumberland and Durham. 25 Ontario. 26 Oxford. 27 Peel. 28 Perth. 29 Peterborough. 30 Prescott and Russell. 31 Prince Edward. 32 Renfrew. 33 Simcoe. 34 Stormont. 35 Victoria. 36 Waterloo. 37 Welland. 38 Wellington. 39 Wentworth. 40 York. 41 Algoma. 42 Cochrane. 43 Kenora. 44 Manitoulin. 45 Muskoka. 46 Nipissing. 47 Parry Sound. 48 Rainy River. 49 Sudbury. 50 Timiskaming. 51 Thunder Bay.	\$ c. 24,207 00 55,752 93 51,630 16 27,288 31 27,004 06 34,393 27 39,009 56 67,979 82 26,922 72 67,461 90 24,607 78 33,606 01 17,128 14 85,554 63 54,259 01 42,009 39 48,514 31 45,462 25 85,824 74 43,963 10 31,264 12 59,740 27 66,189 94 70,552 77 40,332 59 37,437 23 30,286 72 30,010 01 45,361 30 24,177 02 22,754 17 76,205 28 71,302 35 28,715 47 38,645 12 31,077 68 43,531 94 42,780 67 47,096 55 215,146 66 61,758 64 46,858 55 19,840 10 31,531 64 63,415 01 45,750 91 86,875 06 45,343 64 63,415 01 45,750 91 86,875 06 45,343 64 68,682 64 53,199 90 57,392 28	\$ c. 848 75 2,853 61 1,332 11 882 00 953 54 1,453 05 1,176 67 1,319 86 767 65 2,852 06 1,426 49 578 28 746 77 4,619 96 4,481 93 1,661 18 3,291 77 1,512 99 2,424 42 1,711 02 1,156 25 2,806 57 3,150 57 2,446 92 1,621 77 1,472 40 888 76 1,380 15 1,300 15 2,287 92 704 79 2,274 01 3,944 04 776 55 1,880 58 933 55 922 03 832 87 1,666 74 4,123 79	\$ c. 44,140 00 89,700 00 89,777 38 51,800 00 39,290 00 70,600 00 74,103 71 47,522 36 39,195 00 126,104 75 47,600 00 16,152 68 37,371 80 78,411 50 116,600 00 60,508 00 112,342 49 49,586 45 53,440 00 120,800 00 132,000 00 116,320 27 76,205 00 71,600 00 54,280 00 68,800 00 42,316 00 46,173 36 42,077 00 68,517 85 131,131 72 40,705 00 58,651 50 56,912 44 101,310 59 89,191 29 69,567 90 268,704 00 6,164 00 138 60 2,932 91 5,775 00 16,922 91 3,154 06 19,763 45 6,831 83 5,550 00 12,694 54 8,100 00
Totals	2,535,835 32	73,969 52	3,178,437 34

STATEMENT

Receipts										
Assessments Levied on Requisition of the Trustees	Debentures	Clergy Reserve Fund, Balances and Other Sources	Total Receipts							
\$ c.! 1	\$ c. 2,805 36	\$ c. 101,269 70 177,992 18 115,965 06 99,708 21 66,978 03 161,363 80 170,046 32 117,244 37 58,726 74 213,701 90 110,266 62 31,775 59 72,932 72 191,058 61 203,767 79 213,723 08 132,102 03 74,525 82 197,166 27 82,826 97 132,291 84 222,103 59 255,898 81 170,002 84 104,402 60 183,727 08 127,763 13 146,033 66 79,558 17 65,961 82 72,511 51 129,156 20 253,885 51 64,812 18 71,116 68 175,252 92 176,824 27 178,056 71 215,259 84 705,823 41 49,841 74 42,804 28 14,476 00 31,120 89 59,888 92 23,846 68 62,576 97 20,296 11 76,677 55	\$ c. 217,298 11 395,407 90 351,522 82 216,585 11 178,193 35 338,254 55 475,123 66 270,937 10 157,994 01 503,296 56 221,912 00 93,268 81 164,079 41 435,576 29 484,781 89 443,932 25 376,380 24 216,809 63 481,710 70 212,878 74 228,954 31 508,486 44 570,412 11 451,065 71 397,088 36 369,914 41 273,714 57 307,283 25 203,325 74 173,917 64 171,352 51 346,918 22 598,358 37 167,901 94 216,182 79 347,664 30 551,694 70 3295,768 12 202,220 97 205,012 86 70,972 63 95,604 12 181,817 35 102,220 71 234,041 39 120,231 81 257,483 49 185,585 40							
50 74,616 28 51 76,477 85 3,872,826 47	5,519 98 24,214 69 915,352 90	43,671 91	209,856 73							

THE PUBLIC

V. TABLE E-FINANCIAL

		Expenditure	
Rural Schools	Teachers' Salaries	Sites and Building School Houses	Libraries, Maps, Apparatus, Prizes and School Books
1 Brant. 2 Bruce. 3 Carleton. 4 Dufferin. 5 Dundas. 6 Elgin. 7 Essex. 8 Frontenac. 9 Glengarry. 10 Grey. 11 Haldimand. 12 Haliburton. 13 Halton. 14 Hastings. 15 Huron. 16 Kent. 17 Lambton. 18 Lanark. 19 Leeds and Grenville. 20 Lennox and Addington. 21 Lincoln. 22 Middlesex. 23 Norfolk. 24 Northumberland and Durham. 25 Ontario. 26 Oxford. 27 Peel. 28 Perth. 29 Peterborough. 30 Prescott and Russell. 31 Prince Edward. 32 Renfrew. 33 Simcoe. 34 Stormont. 35 Victoria. 36 Waterloo. 37 Welland. 38 Wellington. 39 Wentworth. 40 York. 41 Algoma. 42 Cochrane. 43 Kenora. 44 Manitoulin. 45 Muskoka. 46 Nipissing. 47 Parry Sound. 48 Rainy River. 49 Sudbury. 50 Timiskaming. 51 Thunder Bay.	\$ c. 83,933 49 162,106 94 177,639 16 87,412 03 78,130 68 127,180 40 187,009 76 125,818 03 73,566 74 216,051 55 83,083 12 46,656 40 66,829 83 184,312 72 197,891 61 157,292 27 174,994 38 115,803 55 211,696 95 104,683 99 103,156 24 209,134 11 230,024 16 213,310 40 138,264 93 133,004 19 103,961 51 119,056 51 100,772 49 84,921 33 72,626 52 163,768 87 231,334 55 81,399 56 111,591 21 107,919 01 149,852 01 152,327 95 154,066 55 732,532 55 91,308 62 80,966 21 31,114 97 44,204 39 91,364 99 59,412 88 127,005 70 65,820 78 17,483 57 86,912 04 88,743 08	\$ c. 5,253 66 20,454 26 11,310 21 19,138 31 4,337 48 15,072 11 68,460 08 9,574 16 9,256 27 14,612 82 4,969 63 3,511 82 8,869 33 11,835 25 33,020 81 41,623 72 22,611 62 12,762 99 25,028 44 60,78 07 10,815 18 22,137 44 27,050 78 13,312 45 113,363 29 13,482 31 10,172 14 16,642 59 5,031 76 3,560 16 14,232 62 22,769 68 47,005 76 7,062 77 8,985 34 28,110 35 178,687 24 12,950 57 22,394 21 510,494 22 32,544 56 27,650 05 7,029 18 8,548 16 11,772 78 5,262 09 9,991 14 6,656 89 11,564 53 15,225 64 39,154 22	\$ c. 1,548 92 2,615 30 3,049 18 1,080 78 4,242 91 3,514 75 6,025 96 1,729 28 974 42 2,349 48 1,071 44 642 13 1,173 01 4,272 38 2,386 52 3,953 97 2,805 38 1,803 63 2,433 84 1,247 64 1,878 11 3,018 15 3,421 69 6,756 13 2,738 47 2,368 39 1,748 56 1,453 81 3,011 70 698 98 778 22 2,421 98 5,764 23 4,621 08 2,508 40 1,531 93 3,212 38 1,658 60 3,319 51 34,008 77 2,116 82 4,713 73 848 14 783 53 2,193 03 743 48 1,151 67 4,475 21 2,950 11 1,890 58 4,189 16
Totals	6,939,455 48	1,611,441 14	161,895 47

STATEMENT (Continued)

-	44	11	1
Expen	diture		
Rent and Repairs, Fuel and Other Expenses	Total Expenditure	Value of School Sites, Buildings and Furniture	Value of Equipment
\$ c. 1 43,637 50 2 43,460 53 3 55,634 22 4 24,662 78 5 31,216 30 6 57,490 59 7 75,567 49 8 29,454 06 9 18,119 66 10 70,080 94 11 19,802 55 12 20,639 52 13 23,618 43 14 49,282 00 15 65,192 64 16 48,697 76 17 50,126 40 18 16,959 16 19 54,128 68 20 26,374 63 21 43,516 25 22 66,064 30 23 70,569 86 24 45,485 15 25 45,596 46 25 45,298 85 27 42,043 29 28 35,594 71 29 18,663 10 30 20,152 40 31 12,721 00 32 40,133 18 33 70,986 02 34 19,483 30 35 33,680 24 36 47,679 62 37 73,209 28 38 54,323 51 39 82,968 77 40 523,308 18 41 34,123 72 42 74,462 55 43 16,909 88 44 13,886 37 47,669 87 48 31,505 62 49 61,630 40 50 57,694 50 51 53,007 67	\$ c. 134,373 57 228,637 03 247,632 77 132,293 90 117,927 37 203,257 85 337,063 29 166,575 33 101,917 09 303,094 79 108,926 74 71,449 60 249,702 35 298,491 58 251,567 72 250,537 78 147,329 33 293,287 91 138,384 33 159,365 78 300,354 00 331,066 49 278,864 13 299,963 15 207,153 74 157,925 50 172,747 62 127,479 05 109,332 93 100,358 36 229,093 71 355,090 56 112,566 71 156,765	\$ 473,760 453,937 816,152 212,747 204,100 388,700 604,388 210,462 144,931 166,750 225,175 77,400 260,125 439,626 476,300 720,150 436,875 206,205 464,245 191,404 585,715 650,675 301,033 525,060 611,612 408,346 617,196 432,775 155,390 193,515 113,350 410,225 634,950 222,850 248,095 326,600 1,003,735 432,850 1,108,526 5,953,420 5,953,420 5,953,420 5,953,420 100,116 131,200 168,735 99,762 251,112 226,028 406,066 286,223 296,023	\$ 17,702 38,120 22,891 35,306 20,330 22,945 30,717 22,276 9,786 11,605 15,375 6,300 16,905 32,480 31,062 29,172 33,849 43,385 14,813 25,903 33,501 18,068 42,969 26,724 26,796 18,692 27,390 14,456 12,792 14,181 33,475 61,092 18,670 16,315 15,944 19,078 47,940 34,755 105,660 13,301 11,703 5,196 7,037 13,847 7,289 19,062 13,668 15,248 14,140 14,038
2,661,176 35	11,373,968 44	24,706,725	1,228,983

THE PUBLIC V. TABLE E—FINANCIAL

	Receipts								
Cities ⁻	Legislative Grants	Municipal Grants (County)	Municipal Grants (Local) and Assess- ments	Debentures	Clergy Reserve Fund, Balances and Other Sources	Total Receipts			
1 Belleville	\$ c. 2,099 75 4,638 70 2,602 80 4,951 04 1,997 73 2,766 32 27,726 96 4,780 21 4,993 37 21,498 53 1,969 04 954 26 4,045 20 18,137 28 2,336 09 3,104 75 3,656 36 4,546 40 2,395 89 2,343 33 4,210 14 3,216 84 128,582 37 827 44 10,349 30 1,871 58	\$ c.	62,283 6 212,636 0 93,432 1 194,959 0 85,000 0 98,842 8 1,242,213 0 117,528 4 628,669 1 112,484 0 85,868 1 115,000 0 901,832 0 87,105 0 147,700 0 217,965 8	00 44,177 29 010 63,094 18 00 63,094 18 50,200 00 10,224 37 77 17 17 18 112 83 5,000 00 00 11 14,650 00 11 18 19 11 18 18 18 18 18 18 18 18 18 18 18 18	11,129 02 7,735 48 11,394 23 1,157 50 4,646 10 3,088 60 137,149 55 2,976 13 13,033 74 88,136 02 1,636 33 2,113 53 7,757 35 63,043 89 10,446 35 13,978 40 4,524 10 1,378 75 4,861 53 30,172 08 3,467 05 3,824 87 812,132 98 402 69	\$ c. 79,180 51 242,127 39 107,429 13 245,244 85 91,643 83 104,697 73 1,470,183 69 125,285 11 252,955 59 748,528 79 116,089 37 167,048 73 131,802 55 983,013 17 99,887 44 164,783 15 226,146 03 211,858 86 130,074 31 143,303 76 165,850 70 115,065 64 7,152,711 55 71,530 13 662,860 70 61,525 06			
Totals Towns	270,601 68		11,607,745 7	865,077 44	1,327,402 94	14,070,827 77			
1 Alexandria. 2 Alliston. 3 Almonte. 4 Amherstburg. 5 Arnprior. 6 Aurora. 7 Aylmer. 8 Bala. 9 Barrie. 10 Blenheim. 11 Blind River. 12 Bothwell. 13 Bowmanville. 14 Bracebridge. 15 Brampton. 16 Bridgeburg. 17 Brockville. 18 Bruce Mines. 19 Burlington. 20 Cache Bay. 21 Campbellford. 22 Capreol. 23 Carleton Place. 24 Charlton. 25 Chesley. 26 Clinton. 27 Cobalt. 28 Cobourg. 29 Cochrane. 30 Collingwood. 31 Copper Cliff.	35 84 1,851 00 204 94 174 37 304 14 19 17 417 00 1,307 24 1,131 63 2,238 99 1,836 56 73 20 444 64 485 81 720 16 350 23 2,472 78 1,900 00 286 77 1,585 00 357 63 4,211 12 410 07 2,038 12 2,582 16 1,781 69 330 22 554 58 356 63 820 97 682 59	21 00 317 80 	17,399 4 13,250 0 13,512 0 2,400 0 45,890 8 9,600 0 4,376 4 2,170 0 18,500 0 15,702 2	00 44,869 79 00 00 00 00 00 00 00 00 00 00 00 00 00	428 29 28 00 828 86	3,103 86 8,671 59 15,440 55 13,955 73 84,630 50 13,697 46 13,957 70 4,536 10 50,626 01 13,199 45 6,395 81 2,689 46 19,747 07 16,313 19 31,004 42 31,837 36 63,774 05 9,071 50 22,091 15 4,812 33 16,952 56 13,629 46 34,664 74 8,729 52 15,899 66 9,623 73 45,814 26 21,679 58 20,375 36 44,326 56 31,847 18			

STATEMENT (Continued)

	Expenditure								
Teachers' Salaries	Sites and Building School Houses	Libraries, Maps, Apparatus and Other Equipment, Prizes and School Books	Rent and Repairs, Fuel and Other Expenses	Total Expenditure	Value of School Sites, Buildings and Furniture	Value of Equipment			
\$ c. 1 47,999 64 2 164,385 63 3 82,720 17 4 153,018 62 5 69,914 61 6 69,837 22 7 771,227 54 8 85,770 84 9 118,431 30 10 395,325 79 11 81,369 30 12 52,881 82 13 83,155 88 14 561,435 97 15 64,204 75 16 118,590 30 17 91,622 31 18 113,159 13 19 73,168 35 20 78,656 62 21 109,450 11 22 70,151 12 23 3,594,956 54 24 51,207 37 25 310,289 72 26 43,256 30	17,117 21 1,977 29 1,536 05 96,672 05 4,392 64 53,329 76 53,780 32 1,963 25 73,504 86 5,471 30 2,286 37 48,352 29 6,321 89 13,126 99 16,652 87 766 25 1,660 76 686,517 80 1,150 00 50,130 47	\$ c. 4,627 10 615 77 1,984 05 844 76 3,269 02 9,662 98 1,359 45 5,107 19 2,727 68 42 16 1,996 10 671 85 27,083 31 570 99 6,637 50 610 91 1,077 26 315 66 1,215 52 1,172 00 10,927 33 139,626 84 658 17 17,654 29 2,083 19	\$ c. 23,600 73 55,997 45 18,356 44 88,264 89 19,964 04 26,953 98 487,036 91 33,762 18 71,179 02 272,419 44 32,714 66 34,010 30 42,503 52 359,725 92 29,929 97 36,330 13 84,634 44 86,333 46 43,463 31 22,945 88 48,552 70 30,144 36 2,122,578 85 18,251 72 284,786 22 10,610 39	\$ c. 71,600 37 242,127 39 101,692 38 245,244 85 90,723 41 101,596 27 1,364,599 48 125,285 11 248,047 27 724,253 23 116,089 37 162,393 08 131,802 55 948,245 20 96,992 08 161,557 93 225,219 95 206,891 74 130,074 31 119,470 89 159,941 06 112,883 57 6,543,680 03 71,267 26 662,860 70 57,873 13	\$ 600,000 1,005,000 400,000 906,626 500,000 417,000 3,918,084 57,500 766,333 2,830,815 575,000 400,000 2,400,000 2,400,000 2400,000 380,000 450,000 1,121,300 476,500 15,622,922 228,925 2,758,000 317,000	\$ 10,000 33,450 10,250 10,267 5,650 10,800 123,292 21,000 28,500 10,035 10,000 20,000 4,278 29,900 18,000 5,560 11,400 22,000 58,909 8,997 87,500 10,000			
7,456,186 95	1,138,633 67	242,541 08	4,385,051 91	13,222,412 61	38,920,367	1,403,038			
1 2,100 00 2 6,252 81 3 7,820 25 4 9,787 87 5 13,220 73 6 10,101 00 7 10,302 50 8 2,500 00 9 34,119 86 10 7,559 97 11 4,220 78 12 2,135 00 13 13,225 00 14 11,533 00 15 22,374 00 16 16,292 48 17 38,317 50 18 3,980 00 19 14,521 91 20 3,432 00 21 12,662 00 22 9,491 00 22 9,491 00 23 16,021 62 24 3,428 75 25 8,120 00 26 8,205 00 27 25,986 00 28 16,820 51 29 10,904 53 30 30,519 88 31 22,730 90 32 17,867 00	7,804 47 1,566 23 7,804 47 139 76 1,397 02 36 98 460 38 10,283 04 744 94 1,464 76 157 92 595 59	24 00	979 86 1,624 67 7,494 44 2,847 70 13,605 47 3,250 90 3,150 27 767 72 11,061 90 4,304 41 1,346 61 540 40 4,118 21 4,596 45 7,769 47 7,249 34 21,007 88 1,490 44 4,462 61 643 39 3,578 32 3,549 05 4,730 23 4,090 62 2,810 72 1,418 73 17,953 16 2,808 92 4,456 30 13,771 26 7,313 57 5,582 47	3,103 86 8,432 98 15,440 55 13,611 28 84,630 50 13,697 46 13,552 77 3,395 01 49,225 84 11,924 96 5,730 89 2,682 05 19,204 82 16,219 17 30,868 09 31,837 36 61,660 95 5,651 44 20,467 98 4,133 85 16,453 50 13,596 14 31,198 54 7,519 37 11,858 09 9,623 73 45,403 92 20,119 72 16,978 14 44,291 14 30,173 81 23,958 47	6,500 50,000 16,650 45,000 95,000 52,000 30,000 10,000 18,000 50,000 10,000 150,000 150,000 25,000 120,000 55,000 130,000 55,000 130,000 40,000 181,000 125,000 130,000 25,000 130,000 25,000 130,000 25,000 130,000	126 481 425 5,000 500 1,000 800 239 2,305 3,300 1,200 2,500 10,000 5,600 257 500 292 5,000 500 7,500 547 450 2,500 1,200 3,000 1,200 3,000 1,200 3,000 1,200 3,000 1,200 3,000 1,200 3,000 1,000 1,000 7,500			

THE PUBLIC V. TABLE E—FINANCIAL

1			Receipts		TABLE E-FI	INANGIAL
Towns	Legislative Grants	Municipal Grants (County)	Municipal Grants (Local) and Assess- ments	Debentures	Clergy Reserve Fund, Balances and Other Sources	Total Receipts
33 Deseronto. 34 Dresden. 35 Dryden. 36 Dundas. 37 Dunnville. 38 Durham. 39 Eastview. 40 Elmira. 41 Englehart. 42 Essex. 43 Ford. 44 Forest. 45 Fort Frances. 46 Gananoque. 47 Georgetown. 48 Goderich. 49 Gore Bay. 50 Gravenhurst. 51 Grimsby. 52 Haileybury. 53 Hanover. 54 Harriston. 55 Hawkesbury. 56 Hearst. 57 Hespeler. 58 Huntsville. 59 Ingersoll. 60 Iroquois Falls. 61 Kearney. 62 Keewatin. 63 Kenora. 64 Kincardine. 65 Kingsville. 66 Latchford. 67 Leamington. 68 Leaside. 69 Lindsay. 70 Listowel. 71 Little Current. 72 Massey. 73 Matheson. 74 Mattawa. 75 Meaford. 76 Merritton. 77 Midland. 78 Milton. 79 Mimico. 80 Mitchell. 81 Mount Forest. 82 Napanee. 83 Nesterville. 84 New Liskeard. 85 Newmarket. 86 New Toronto.	\$ c. 2,661 87 3,549 93 3,826 25 733 88 460 07 1,763 05 480 41 3,949 52 2,394 00 801 15 1,533 00 907 57 314 66 2,508 50 494 28 7,480 00 4,430 00 2,449 88 370 28 325 86 1,694 50 555 01 603 75 517 64 505 27 1,621 98 4,740 60 1,497 20 3,610 00 1,108 68 229 51 338 36 1,609 55 1,062 07 1,220 99 776 37 225 87 2,160 00 1,220 99 776 37 225 87 2,160 00 1,225 00 2,031 78 1,363 76 314 82 278 62 1,319 89 3,480 00 848 46 2,590 83 1,738 00 848 46 2,590 83 1,738 00 848 46 2,590 83 1,738 00 848 46 2,590 83 1,738 00 848 46 2,590 83	\$ c. 226 38 20 20	\$ c. 9,750 00 5,624 00 8,371 56 24,044 60 16,600 00 8,184 00 15,166 66 10,500 00 42,500 00 14,460 03 8,685 44 20,334 78 20,334 78 20,324 79,425 53 8,500 00 15,400 00 17,975 00 5,759 44 3,960 71 1,274 00 24,733 60 12,925 11 25,966 00 7,866 30 1,736 10 8,447 97 41,750 00 12,381 46 20,000 00 2,471 03 27,117 53 9,000 00 36,266 13 11,150 00 31,171 15 15 16,300 00 21,500 00 68,609 61 11,523 50 50,000 00 68,609 61 11,523 50 50,000 00 68,609 61 11,523 50 50,000 00 49,368 23	\$ c. 3,992 10 2,924 22 60,024 87 8,984 55 800 00 865 02	\$ c. 409 45 1,479 83 6,275 15 2,504 81 1,068 75 1,364 12 2,149 86 1,299 23 1,230 86 1,257 92 45,116 46 938 98 5,093 57 4,121 94 2,547 91 328 17 664 47 134 87 611 53 3,624 30 984 12 3,551 46 6,975 81 666 70 2,929 98 2,414 12 7,553 60 672 82 6,243 0 672 83 2,312 78 2,312 78 2,313 54 645 62 1,282 44 4 10 2,087 19 4,028 40 140 43 3,144 27 43 85 672 05 1,175 89 226 22 9,102 65 590 19 641 20 5,884 90 1,357 44 203 00 1,699 43 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38 1,453 51 1,357 38	\$ c: 13,047 70 10,673 96 18,472 96 27,283 29 22,120 92 11,334 57 17,316 52 12,279 64 16,532 54 15,048 12 176,452 81 7,745 81 48,501 14 18,896 63 13,741 85 21,157 23 20,051 38 13,990 40 11,634 01 19,394 58 13,990 40 11,634 01 19,394 58 11,005 40 11,491 53 2,544 45 28,181 19 14,701 36 30,002 10 20,160 50 3,906 16 18,922 30 45,971 46 12,842 51 20,983 98 6,368 02 28,183 70 31,224 44 41,070 90 11,516 30 8,475 42 3,385 91 6,853 83 4,362 56 16,841 04 30,883 27 70,519 69 15,644 70 57,578 36 10,526 57 8,041 00 15,972 97 3,433 51 22,219 76 30,881 06 52,412 46
87 Niagara 88 Oakville 89 Orangeville 90 Orillia 91 Palmerston 92 Paris	1,372 50 407 38 428 10 2,207 35 1,497 50 566 52	70 96	5,229 43 22,975 00 16,140 48 55,999 00 5,702 24 22,121 04		1,507 26 2,753 58 999 32 36,401 99 329 50 2,445 38	8,180 15 26,135 96 17,567 90 94,608 34 7,529 24 25,132 94

STATEMENT (Continued)

			Expenditure				
-	Teachers' Salaries	Sites and Building School Houses	Libraries, Maps, Apparatus and Other Equip- ment, Prizes and School Books	Rent and Repairs, Fuel and Other Expenses	Total Expenditure	Value of School Sites Buildings and Furniture	Value of Equipment
33 34 35 36 37 38 39 40 41 42 43 44 44 45 46 47 48 49 55 55 55 55 66 66 67 67 77 77 77 77 77 77 77 77 77	\$ c. 8,294 98 7,400 00 8,866 50 19,685 16 13,940 82 8,072 02 10,749 00 9,111 75 0,131 26 5,912 00 28,219 06 11,366 75 8,805 00 14,252 50 3,715 75 10,088 50 9,009 50 13,211 97 14,003 70 5,362 50 3,928 94 1,450 00 14,687 64 9,908 78 20,339 00 10,939 38 2,361 00 8,170 00 29,542 00 8,778 75 4,612 50 2,650 00 3,740 00 29,542 00 8,778 75 4,612 50 2,650 00 3,740 00 2,108 62 12,497 35 11,375 37 39,782 38 11,462 50 37,218 72 8,277 00 5,500 00 12,030 00 11,311 83	\$ c	\$ c. 112 00 1,274 64 192 06 89 84 640 30 381 55 48 40 7,443 30 2,930 51 53 65 49 92	\$ c. 1,920 60 2,392 61 4,427 50 6,712 10 7,435 57 1,486 75 1,983 76 2,351 00 2,872 85 3,255 72 28,334 95 1,498 21 10,700 98 5,778 63 2,370 17 6,763 05 2,560 23 3,029 72 2,009 86 3,963 31 3,885 05 4,648 40 1,022 58 750 31 11,135 94 3,243 10 8,138 62 5,987 58 280 25 10,350 36 13,786 97 3,929 64 4,957 78 2,423 77 6,842 26 3,414 66 8,429 70 2,536 63 1,887 33	\$ c. 10,215 58 9,904 61 15,340 86 27,189 32 21,889 32 9,567 82 14,122 46 11,914 01 16,525 99 174,212 95 7,639 12 45,072 87 17,445 20 11,225 09 21,015 55 16,576 42 13,608 91 11,214 52 17,241 15 18,203 14 10,093 96 5,290 81 2,497 91 26,019 42 13,604 24 29,534 40 17,371 41 3,195 24 18,677 04 45,971 46 11,992 64 20,868 89 5,543 77 28,179 92 9,702 50 38,079 85 11,462 38 6,576 08 3,256 50 6,744 76 2,444 66 16,543 07 21,059 29 69,781 56 14,599 17 10,501 20 7,930 15 15,237 63 1,951 35 22,219 74	\$ 42,225 2,000 55,000 117,832 100,000 12,000 34,200 15,000 50,500 50,500 30,000 55,000 45,000 45,000 45,000 45,000 45,000 100,000 50,000 14,000 20,000 3,832 120,000 14,000 225,000 136,000 7,000 122,600 7,700 240,000 135,000 150,000 11,400 6,500 33,818 2,600 40,000 11,400 6,500 33,818 2,600 40,000 11,400 6,500 33,000 25,000 11,400 6,500 33,000 25,000 11,400 6,500 33,000 25,000 11,400 6,500 33,000 25,000 11,400 6,500 33,000 25,000 11,457 80,000	\$ 1,800 600 3,500 16,442 5000 600 223 2,500 857 600 1,450 500 5,000 3,000 1,500 5,000 3,000 1,500 2,260 380 1,500 2,260 380 1,500 600 600 8,50 3,50 6,000 6,000 6,000 3,50 6,000 6,000 8,50 3,50 6,000 6,000 8,50 3,50 6,000 6,000 8,50 3,50 6,000 6,000 8,50 3,50 6,000 6,000 8,50 3,50 6,000 6,000 8,50 3,50 6,000 6,000 8,000 6,000 8,000 6,000 8,0
84 85 86 87 88 89 90 91	14,813 25 17,857 74 31,745 90 5,500 00 17,990 00 12,280 25 33,640 63 6,103 50 18,141 75	1,653 49 5,651 17 326 19 334 55 410 62 983 37	251 52 119 49 269 63 97 65 261 37 211 07 79 10 141 95	11,118 31 14,883 28 1,419 34 7,406 10 3,359 53 21,099 41 1,250 06 4,316 62	30,881 06 52,399 84 7,515 16 25,828 30 16,311 77 55,934 48 7,432 66 22,811 50	200,000 212,000 16,000 125,000 42,000 132,000 40,000 100,000	4,000 2,500 4,000 1,000 1,350 3,000 1,080 2,500

THE PUBLIC

	V. TABLE E—FINANCIAL									
			Rece	ipts						
Towns .	Legislative Grants	Municipal Grants (County)	Municipal Grants (Local) and Assess- ments	Debentures	Clergy Reserve Fund, Balances and Other Sources	Total Receipts				
93 Parkhill. 94 Parry Sound. 95 Pembroke. 96*Penetanguishe'. 97 Perth. 98 Petrolia. 99 Picton. 100 Port Colborne. 101 Port Hope. 102 Powassan. 103 Prescott. 104 Preston. 105 Rainy River. 106 Renfrew. 107 Ridgetown. 108 Riverside. 109 Rockland. 110 St. Mary's. 111 Sandwich. 112 Seaforth. 113 Simcoe. 114 Sioux Lookout. 115 Smith's Falls. 116 Southampton. 117 Stayner. 118 Strathroy. 119 Sturgeon Falls. 120 Sudbury. 121 Tecumseh. 122 Thessalon. 123 Thornbury. 124 Thorold. 125 Tilbury. 126 Tillsonburg. 127 Timmins. 128 Trenton. 129 Trout Creek. 130 Uxbridge 131 Wankleek Hill. 132 Walkerton. 133 Walkerville. 134 Wallaceburg. 135 Waterloo. 136 Webbwood. 137 Weston. 138 Whitby. 139 Wiarton. 140 Wingham. Totals. 1 Rural Schools.	\$ c. 1,030 00 253 74 120 00 301 90	\$ c. 16 90 50 00 50 00 24 16 18 10 25 04 30 35 39 28 3,516 28 73,969 52	\$ 6, 3,600 00 21,785 87 33,215 96 25,752 73 18,646 24 18,000 00 17,000 00 46,000 00 11,622 67 34,818 55 11,036 58 20,707 46 9,925 00 23,394 03 2,203 05 19,600 00 92,562 9 000 00 36,998 72 4,000 00 12,650 00 9,710 71 54,399 00 26,467 18 7,700 00 5,314 47 35,000 00 4,306 25 18,500 00 4,306 25 18,500 00 1,160 00 6,000 00 8,651 78 69,000 00 6,000 00 58,597 53 3,950 61 32,820 00 15,918 45 9,146 32 8,980 77 2,637,933 46 7,051,263 81 7,0	\$ c. 18,525 59 16,993 04 57,600 00 6,000 00 699 75 142 81 10,506 89 957 87	\$ c.; 122 60 5,540 33 3,315 86 1,850 48 140 45 488 84 356 00 4,015 21 1,107 23 1,988 44 86 49 2,277 68 604 00 3,243 54 99 24 997 70 163 08 1,159 11 26,142 18 1,057 99 799 00 432 49 6,471 27 1,917 86 2,964 46 2,89 84 5,026 48 525 97 1,383 59 705 56 157 26 1,062 32 3,803 46 1,228 47 84,019 53 16,642 90 743 85 2,295 83 6,282 78 477 84 7,735 96 8,563 26 468 58 1,070 12 6,247 01 1,058 44 1,109 73 1,708 19 489,102 70	\$ c. 4,769 50 27,579 94 61,177 41 27,905 11 18,786 69 18,847 41 17,716 39 50,824 71 41,343 71 7,863 44 11,757 16 37,682 29 16,769 78 25,507 92 10,024 24 81,991 73 2,395 13 20,799 95 119,554 75 9,393 57 19,786 95 16,791 09 44,344 06 12,754 33 8,182 78 19,237 46 14,978 97 56,978 25 29,024 03 12,460 56 6,621 73 36,886 22 9,259 90 11,223 86 9,327 81 78,984 31 29,101 61 60,733 89 7,600 73 39,531 42 17,615 11 13,076 75 10,997 09 3,545,896 82				
2 Cities	270,601 68 177,957 88 178,123 15 3,162,518 03	3,516 28 10,483 83 87,969 63	11,607,745 71 2,637,933 46 635,980 58 21,932,923 56	865,077 44 237,386 50 59,243 08 2,077,059 92	1,327,402 94 489,102 70 290,466 48 8,695,312 48	14,070,827 77 3,545,896 82 1,174,297 12 35,955,783 62				
6 Grand T'tls, 1924. 7 Increase 8 Decreases	11,622 91	6,093 73		574,184 86	156,736 67					
9 Percentages	8,80	. 24	61.00	5.78	24.18					

*Including Protestant Separate School. Cost per pupil, enrolled attendance: Rural

SCHOOLS (Concluded) STATEMENT (Concluded)

	Expenditure							
Teachers' Salaries	Sites, and Building School Houses	Libraries, Maps, Apparatus, and Other Equip- ment, Prizes and School Books	Rent and Repairs, Fuel and Other Expenses	Total Expenditure	Value of School Sites, Buildings and Furniture	Value of Equipment		
93 3,380 00 94 20,311 09 95 27,876 96 96 19,604 35 97 14,140 27 98 13,817 99 99 12,405 17 100 30,780 00 101 15,793 87 102 4,140 00 103 8,687 00 104 23,820 75 105 11,240 00 106 14,805 00 107 7,605 00 108 10,154 49 109 2,009 89 110 15,843 89 111 34,536 32 112 6,804 75 113 15,800 00 114 11,718 50 115 29,076 75 116 7,750 00 117 4,100 00 118 9,926 79 119 8,010 00 120 38,255 00 121 438 50 122 9,194 50 121 438 50 122 9,194 50 123 4,454 76 124 18,000 00 125 3,641 25 126 15,344 10 127 41,206 29 128 25,400 00 129 2,150 00 130 7,320 00 131 3,395 00 131 3,395 00 131 3,395 00 132 6,300 00 133 55,807 23 134 17,520 53 135 32,100 12 136 4,765 00 137 24,328 98 138 11,462 45 139 10,093 25 140 8,708 60 1,921,725 86 1 6,939,455 48 2 7,456,186 95	\$ c. 168 30	\$ c. 78 79 161 71 215 45	\$ c. 1,082 04 6,124 19 31,064 47 7,621 15 4,646 42 4,675 58 3,980 24 11,516 90 5,416 17 564 41 2,526 30 9,111 96 5,034 03 10,684 92 1,983 21 11,357 45 333 24 4,683 64 74,957 33 1,769 72 3,371 95 3,816 07 10,260 60 3,545 59 1,223 56 3,202 44 4,167 80 16,421 50 775 73 2,421 13 1,408 31 17,502 22 3,454 55 73,602 51 19,148 16 543 04 2,755 14 878 35 2,346 15 10,736 39 4,857 82 21,982 89 1,452 02 6,926 00 5,019 92 2,729 17 2,044 60 941,885 80 2,661,176 35 4,385,051 91	\$ c. 4,709 13 26,435 28 59,684 05 27,858 95 18,786 69 18,493 57 16,999 05 50,824 71 38,423 24 4,790 44 11,695 23 35,466 96 16,745 72 25,507 92 9,959 01 81,991 73 2,343 13 20,799 95 116,884 73 8,924 35 19,786 95 16,380 95 42,122 75 12,056 25 5,565 12 19,141 10 12,177 80 55,734 17 25,794 19 11,654 58 5,881 53 36,652 22 4,392 47 20,140 65 175,736 04 44,722 73 2,703 54 10,810 03 4,290 85 8,946 15 75,383 32 23,475 91 58,705 30 7,026 32 35,363 86 16,523 73 13,076 75 10,997 09 3,330,714 18 11,373,968 44 13,222,412 61		\$ 190 5,628 5,062 1,400 1,000 875 1,500 7,000 2,755 1,000 12,000 8,000 505 1,800 3,500 1,275 140 1,500 15,000 660 6,300 3,000 1,750 398 307 2,000 1,200 2,300 1,200 2,300 1,200		
3 1,921,725 86 4 580,890 48	427,017 55 118,714 76	40,084 97 8,751 78	941,885 80 279,406 00		12,112,271 3,093,623 78,832,986	391,574 139,762 3,163,357		
5 16,898,258 77 6 16,512.586 01 7 385,672 76	3,295,807 12 3,879,381 71	453,273 30 474,390 35	8,574,981 42	29,441,339 49	77,934,500	3,103,337 3,084,436 78,921		
9 58.44	583,574 59	21,117 05	307,462 36 28.59	526,481 24				
-			45 55. Willows	# \$42 50. Dec	vince \$55.7	4		

Schools, \$52.36; Cities, \$64.45; Towns, \$45.55; Villages, \$42.59; Province, \$55.74.

ROMAN CATHOLIC I. TABLE F—FINANCIAL

			Receipts		
Receipts					
Rural Schools	Legislative Grants	Municipal Grants and Assessments	Debentures	Balances, Subscribed and Other Sources	Total Amount Received
	\$ C.	\$ c.	\$ c.	\$ c.	\$ c.
1 Bruce	5,212 98 3,909 72 7,818 64 4,626 52 2,566 60 2,770 07 3,422 43 2,778 05 548 93 1,110 72 737 43 1,016 14 1,491 08 292 50	15,734 61 26,672 03 34,927 36 7,351 90 6,153 96 4,089 86 11,466 29 9,001 14 2,424 87 2,001 50 407 45 1,114 00 4,613 95 1,114 84	3 50 4,950 00 	13,824 60 16,963 82 38,550 15 7,573 05 5,326 19 3,477 31 9,900 07 9,234 42 2,915 44 1,249 20 790 61 885 93 3,027 68 1,331 76	34,772 19 47,549 07 86,246 15 19,551 47 14,046 75 10,337 24 25,750 72 22,650 31 5,889 24 4,361 42 1,935 49 3,016 07 9,132 71 2,739 10
15 Northumberland and Durham	2,479 50 822 10 249 82 5,088 78 1,868 11 2,122 16 13,123 57 2,417 52	3,661 13 1,356 41 1,164 37 15,670 01 4,344 16 95,243 32 17,055 83 7,609 85	1,400 00	1,320 86 1,696 98 982 21 17,529 03 1,885 70 47,097 00 22,594 64 4,667 95	7,461 49 3,875 49 2,396 40 38,287 82 8,097 97 144,462 48 54,174 04 14,695 32
23 Stormont, Dundas and Glengarry. 24 Victoria. 25 Waterloo. 26 Wellington. 27 York. 28 Districts.		19,699 22 3,048 06 10,552 44 6,809 10 4,546 55 119,326 91	799 14 	29,201 52 1,169 70 11,876 07 6,747 41 4,463 51 133,578 88	60,983 71 5,430 36 26,874 51 15,738 99 10,202 99 338,521 23
, Totals	166,249 57	437,161 12	15,908 35	399,861 69	1,019,180 73
Cities 1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Galt 6 Guelph 7 Hamilton	292 64 1,331 57 99 27 391 08	9,423 05 20,228 64 15,794 09 37,181 20 3,526 36 16,278 98 101,560 42		252 36 12,494 19 5,887 39 19,254 08 485 32 907 69 28,143 28	9,879 19 33,182 56 21,974 12 57,766 85 4,110 95 17,577 75 131,808 90
8 Kingston. 9 Kitchener. 10 London. 11 Niagara Falls. 12 North Bay. 13 Oshawa. 14 Ottawa.	1,197 96 1,190 15 205 24 846 76 137 27	24,479 79 51,997 30 46,166 28 10,325 63 31,512 92 8,686 07 265,011 26		10,700 99 16,837 07 2,432 18 8,305 73 65,409 23 113 81 46,579 38	35,834 13 70,032 33 49,788 61 18,836 60 97,768 91 8,937 15 311,590 64
15 Owen Sound. 16 Peterborough. 17 Port Arthur. 18 St. Catharines. 19 St. Thomas. 20 Sarnia.	80 45 736 21 639 17 412 25 179 50 237 07	4,525 18 24,757 82 27,532 31 28,947 48 10,801 50 9,936 71		1,824 79 2,027 44 12,216 88 9,855 99 17,151 58 6,802 23 52,534 24	6,430 42 27,521 47 40,388 36 39,215 72 28,132 58 16,976 01 112,225 16
21 Sault Ste. Marie	168 63 11,589 40 2,006 41 74 38	144,336 37	99,815 53	2,649 59 3,556 30 286,252 35 650 00	21,518 87 673,590 84 432,595 13

SEPARATE SCHOOLS STATEMENT, ETC.

Expenditure	
Salaries Salaries Salaries Salaries Sites and Building School Houses Apparatus, Prizes and School Books Prizes and School Books All Other Purposes Value of School Sites, Buildings and Furniture	Value of Equipment
\$ c.	\$ 3,461 661 3,437 82 6,803 600 2,370 600 1,910 600 1,240 600 2,579 600 407 600 439 600 335 600 335 600 335
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	600 600 600 600 600 600 600 7,415 600 600 7,415 600 600 7,494
23 34,840 61 1,933 12 218 66 12,718 26 49,710 65 82,5 24 3,215 00 21 82 127 48 1,417 77 4,782 07 4,6 25 13,270 50 972 50 489 45 3,921 59 18,654 04 53,9 26 7,640 00 373 25 194 77 3,816 36 12,024 38 25,6 27 3,297 19 2,941 00 51 75 3,913 05 10,202 99 35,9 28 133,407 15 65,809 82 5,212 33 103,751 86 308,181 16 517,1 468,079 42 107,923 16 12,159 80 255,719 23 843,881 61 1,616,1	500 572 600 2,385 600 1,583 48 280 18 12,180
1 4,175 00 95 55 25 00 3,959 87 8,255 42 65,0 2 17,550 95 9,427 52 253 06 5,951 03 33,182 56 90,0 3 7,995 06 442 43 189 74 7,662 30 16,289 47 92,0 4 22,699 20 18,322 00 300 00 16,445 65 57,766 85 270 0 5 3,230 00 34 18 846 77 4,110 95 10,0 6 11,756 57 540 67 170 00 5,110 51 17,577 75 60,0 7 63,350 00 958 26 3,482 81 62,621 92 130,412 99 700,0 8 12,106 50 2,898 91 20,828 72 35,834 13 60,0 9 21,770 50 2,794 36 1,383 63 38,294 50 64,242 99 663,5 10 20,103 34 5,705 97 1,904 66 20,955 46 48,669 43 285,0 11 7,560 00 496 46 15 00 2,937 64 11,009 10 60,0 12 17,765 92 51,384 93 320 00	000 1,750 000 3,660 938 250 000 1,700 000 12,000 000 2,500 000 3,976 000 1,230 000 1,500 000 500 335 11,800 790 8,000 000 1,000 3,420 00 00 1,500 00 1,500 00 1,300 00 2,003 11 18,482 13,532
25 1,693 88 375 00 39 50 888 72 2,997 10 17,00 76,809 90 252,487 75 28,353 75 1,116,658 12 2,174,309 52 9,126,1.	

ROMAN CATHOLIC I TABLE E-FINANCIAL

			I.	TABLE F—	FINANCIAL	
	Receipts					
Towns	Legislative Grants	Municipal Grants and Assessments	Debentures	Balances, Subscribed and Other Sources	Total Amount Received	
1 Alexandria 2 Almonte 3 Amherstburg 4 Arnprior 5 Barrie 6 Blind River 7 Bonfield 8 Brockville 9 Cache Bay 10 Campbellford 11 Charlton 12 Chelmsford 13 Cobalt 14 Coburg 15 Cochrane 16 Collingwood 17 Cornwall 18 Dundas 19 Eastview 20 Ford 21 Fort Frances 22 Gananoque 23 Goderich 24 Hanover 25 Haileybury 26 Hawkesbury 27 Hearst 28 Hespeler 29 Ingersoll 30 Iroquois Falls 31 Kearney 32 Keewatin 33 Kenora 34 La Salle 35 Lindsay 36 Little Current 37 Massey 38 Mattawa 39 Merritton 40 Mount Forest 41 New Liskeard 42 Newmarket 43 Oakville 44 Orillia 45 Paris 46 Parkhill 47 Pembroke 48 Perth 49 Picton 50 Prescott 51 Preston	\$ c. 240 68 88 96 239 33 237 50 1,725 00 216 99 1,140 00 49 40 1,137 50 2,460 00 761 18 104 71	\$ c. 8,159 94 1,700 17 8,766 36 11,820 98 4,175 70 5,709 56 1,525 51 9,066 19 2,251 71 2,689 75 918 14 1,844 90 20,494 15 4,381 36 8,889 36 3,250 00 22,059 50 2,947 74 15,260 02 42,065 94 8,289 11 2,780 00 1,372 13 10,100 00 25,111 95 1,559 00 1,372 1,559 00 3,166 78 1,599 50 7,630 70 480 50 1,372 10 4,000 00 1,372 10 4,000 00 1,372 10 4,000 00 1,372 10 4,000 00 1,372 10 4,000 00 1,372 10 4,000 00 1,372 10 4,000 00 1,372 10 4,000 00 1,372 10 4,000 00 2,571 66 1,731 69 4,850 93 953 94 804 36 24,011 34 6,184 05 1,301 15 4,242 51 7,369 25	\$ c. 155,492 60 62,700 00 35,838 80 37,471 65	\$ c. 6,829 84 2,890 96 223 99 1,290 38 967 63 1,973 42 1,873 50 2,498 78 303 45 41 50 501 52 2,393 15 17,388 95 111 65 5,288 27 412 14 2,811 77 648 19 540 19 540 19 2,931 07 913 12 3,142 05 650 93 985 03	\$c. 15,230 46 4,680 09 9,229 68 13,348 86 5,224 08 9,077 98 5,124 01 11,781 96 3,695 16 2,780 65 2,557 16 6,698 05 38,644 28 4,597 72 24,177 63 3,709 72 25,518 23 3,668 60 15,800 21 197,773 54 78,435 22 40,817 79 2,156 33 5,225 30 11,013 12 28,254 00 2,969 93 2,377 78 3,044 62 19,623 07 3,277 35 1,439 51 4,738 26 44,699 64 10,733 20 2,400 2,400 2,400 2,400 3,277 35,11,439 51 4,738 26 44,699 64 10,733 20 2,400 2,400 2,400 2,400 3,277 35,11,439 51 4,738 26 44,699 64 10,733 20 2,400 2,400 2,400 2,400 97 11,479 73 2,286 64 1,705 65 25,002 04 7,337 72 2,208 53 4,662 48 12,126 70	
52 Rainy River	505 00 2,453 09 30 34	806 25 84,065 01 10,986 23	35,838 80 6,122 21	661 09 23,079 11 2,310 47	1,972 34 145,436 01 19,449 25	

SEPARATE SCHOOLS (Continued)

STATEMENT, ETC. (Continued)

	,	EIG. (Conti	Expenditure				
	Teachers' Salaries	Sites and Building School Houses	Libraries, Maps, Apparatus, Prizes and School Books	All Other Purposes	Total Amount Expended	Value of School Sites, Buildings and Furniture	Value of Equipment
1 2 3 4 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 1 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50	\$\ \cdot \cd	\$ c. 78 79 217 26 405 45 510 35	\$\\ \text{144 95} \\ \text{17 40} \\ \text{88 00} \\ \text{129 55} \\ \text{25 00} \\ \text{118 12} \\ \text{150 00} \\ \text{75 76} \\ \text{63 25} \\ \text{93 24} \\ \text{135 00} \\ \text{135 00} \\ \text{65 50} \\ \text{135 00} \\ \text{65 50} \\ \text{135 70} \\ \text{245 49} \\ \text{773 54} \\ \text{108 37} \\ \text{245 49} \\ \text{773 54} \\ \text{108 37} \\ \text{263 63} \\ \text{19 26 00} \\ \text{116 07} \\ \text{229 71} \\ \text{263 63} \\ \text{19 28} \\ \text{100 00} \\ \text{23 11} \\ \text{11 13} \\ \text{11 15 00} \\ \text{25 50} \\ \text{45 50} \\ \text{11 15 00} \\ \text{25 55 55} \\ \text{25 55 54 37} \\ \text{349 48} \\ \text{44 38} \\ \text{46 38} \\ 46 38 36 36 36 36 36 36 36 36 36 36 36 36 36	\$ c. 9,584 95 429 40 5,720 65 4,980 61 1,211 66 61 1,421 91 143 73 4,128 29 537 36 62 31 20,935 03 1,081 75 4,591 28 1,683 79 6,406 03 619 00 5,519 17 26,000 00 8,574 14 37,176 19 674 80 2,193 92 3,473 29 11,407 59 866 99 1,208 60 1,009 93 7,703 07 392 234 00 981 88 8,409 49 2,292 99 1,270 75 417 04 2,535 96 880 21 562 880 21 562 84 3,517 24 367 29 919 36 2,425 54 786 32 349 84 10,185 31 4,640 87 268 11 1,409 95	\$\ \cdot \cd	\$\\ 18,000\\ 3,000\\ 25,000\\ 7,000\\ 27,000\\ 77,000\\ 27,000\\ 77,000\\ 35,000\\ 27,000\\ 77,000\\ 27,000\\ 77,000\\ 27,000\\ 77,000\\ 27,000\\ 77,000\\ 27,000\\ 77,000\\ 27,000\\ 77,000\\ 27,000\\ 77,000\\ 27,000\\ 77,000\\ 23,000\\ 60,000\\ 290,000\\ 75,000\\ 48,000\\ 77,000\\ 23,000\\ 48,000\\ 77,000\\ 23,000\\ 48,000\\ 77,000\\ 23,000\\ 48,000\\ 77,000\\ 23,000\\ 48,000\\ 48,000\\ 77,000\\ 23,000\\ 48,000\\ 77,000\\ 23,000\\ 48,000\\ 77,000\\ 23,000\\ 48,000\\	\$ 2,000 101 1,900 385 800 678 120 2,000 1,200 1,500 7,77 400 1,100 900 600 2,000 485 166 1,900 1,000 2,000 1,600 1,600 1,600 1,600 1,600 1,600 1,600 1,000 2,000 1,600 1
51 52 53 54	2,946 25 922 50 47,747 63 4,129 00	580 47 71 95 7,751 53	210 10 54 00 966 33 370 49	3,239 11 285 96 80,397 38 13,151 46	6,975 93 1,334 41 136,862 87 17,650 95	58,000 5,000 76,000 105,000	1,500 150 1,200 1,050

ROMAN CATHOLIC

I. TABLE F-FINANCIAL

	Receipts					
Towns	Legislative Grants	Municipal Grants and Assessments	Debentures	Balances, Subscribed and Other Sources	Total Amount Received	
55 St. Mary's 56 Sandwich 57 Seaforth 58 Smith's Falls 59 Sturgeon Falls 60 Sudbury 61 Tecumseh 62 Thorold 63 Tilbury 64 Timmins 65 Trenton 66 Vankleek Hill 67 Walkerton 68 Walkerville 69 Wallaceburg 70 Waterloo 71 Weston 72 Whitby	\$ c. 17 61 733 71 651 70 146 37 1,000 00 1,031 13 1,433 75 269 12 66 25 921 31 136 38 268 42 87 70 140 49 298 47 54 51 50 76	\$ c. 1,670 94 36,185 00 2,015 95 3,963 75 25,823 86 54,101 27 9,224 03 10,650 00 2,917 38 56,021 31 5,801 29 2,653 95 2,867 45 3,509 40 4,479 52 12,182 02 5,677 02 1,938 37	71,595 26 12,037 32	\$ c. 1,182 19 65,433 71 3,266 20 3,070 95 11,302 04 5,091 07 11,490 67 11,490 67 41,020 66 42,923 02 880 45 1,553 09 9,046 71 788 11 4,397 18 2,638 10 570 63 1,277 23	\$ c. 2,870 74 102,352 42 5,933 85 7,181 07 38,125 90 60,223 47 22,148 45 11,428 86 14,004 29 99,865 64 78,413 38 4,207 04 24,219 90 4,385 21 9,017 19 15,118 59 6,302 16 3,266 36	
Totals	34,529 75	670,988 57	417,096 64	311,483 53	1,434,098 49	
1 Rural Schools	166,249 57 26,728 59 34,529 75 11,837 26	437,161 12 1,530,828 94 670,988 57 30,420, 97	15,908 35 99,815 53 417,096 64	399,861 69 613,324 09 311,483 53 40,764 19	1,019,180 73 2,270,697 15 1,434,098 49 83,022 42	
5 Grand Totals, 1925 6 Grand Totals, 1924	239,345 17 241,657 42	2,669,399 60 2,591,047 80	532,820 52 229,135 14	1,365,433 50 897,867 03	4,806,998 79 3,959,707 39	
7 Increases	2,312 25	78,351 80	303,685 38	467,566 47	847,291 40	
9 Percentages	4.98	55.53	11.08	28.40		

SEPARATE SCHOOLS (Continued)

STATEMENT, ETC. (Concluded)

_		Ez	xpenditure				
	Teachers' Salaries	Sites and Building School Houses	Libraries, Maps, Apparatus, Prizes and School Books	All Other Purposes	Total Amount Expended	Value of School Sites, Buildings and Furniture	Value of Equipment
55 56 57 58 59 60 61 62 63 64 65 66 67 70 71 72	1,127 50 8,780 00 1,968 35 2,162 50 15,322 87 28,479 42 7,540 00 6,185 34 2,935 00 27,180 50 2,889 00 2,362 50 2,947 75 1,825 00 3,100 00 4,383 00 2,600 00 1,000 00	\$ c. 273 40 487 04 322 12 675 50 2,162 45 1,653 29 2,354 32 2,198 79 39,600 44 54,834 38 	\$ c. 25 25 18 15 95 83 475 97 150 76 133 01 427 02 479 81 234 92 86 70 143 79 229 31 585 82 15 00 7 75	\$ c. 597 46 84,408 37 1,504 30 4,599 43 19,441 28 28,351 97 12,792 15 2,541 30 3,282 57 32,066 86 882 78 400 00 7,375 13 1,658 79 2,890 21 6,238 49 1,168 14 302 71	\$ c. 1,750 21 93,461 77 3,977 84 7,179 88 35,915 62 58,993 84 22,136 20 11,213 97 8,843 38 99,327 61 58,841 08 2,849 20 12,303 91 4,274 66 7,723 07 11,884 31 3,795 94 1,310 46	\$ 5,000 485,000 15,000 75,000 90,000 275,000 95,000 30,000 70,000 25,000 30,000 30,000 78,500 29,700 5,000	\$ 500 1,340 400 1,213 1,100 2,500 688 2,180 970 1,500 500 210 1,500 121 700 1,500 312 116
	388,569 28	379,625 98	9,960 59	522,123 26	1,300,279 11	3,467,096	55,323
1 2 3 4	468,079 42 776,809 90 388,569 28 37,393 04	107,923 16 252,487 75 379,625 98 7,051 95	12,159 80 28,353 75 9,960 59 1,176 02	255,719 23 1,116,658 12 522,123 26 19,868 26	843,881 61 2,174,309 52 1,300,279 11 65,489 27	1,616,125 9,126,146 3,467,096 177,193	66,367 105,558 55,323 7,998
5	1,670,851 64 1,592,981 96	747,088 84 529,091 47	51,650 16 44,598 73	1,914,368 87 1,402,053 33	4,383,959 51 3,568,725 49	14,386,560 13,231,077	235,246 272,570
7 8	77,869 68	217,997 37	7,051 43	512,315 54	815,234 02	1,155,483	37,324
9	. 38.11	17.04	1.18	43.67			

Cost per pupil, enrolled attendance: Rural Schools, \$37.76; Cities, \$45.41; Towns, \$56.40; Villages, \$32.53; Province, \$46.00.

ROMAN CATHOLIC II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE, PUPILS IN

II. TABLE G	-1 E.F	CHE	K5,	SALA	RIES,	GER.		eacher		LENI	DANC	E, PU	PIL	SIN
Rural Schools	No. of Schools	No. of Teachers	Male	Female	Average salary, male	Average salary, female	No. who have ever attended a Model School in Ontario	No. who have ever attended a Normal School in Ontario	No. who attended Nor.Coll. or Faculty or Coll. of Ed.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
1 Bruce	11 24 27 11 8 6 7 8 2 3 2	16 36 39 11 8 6 9 9 2 3 3	2 1 2 1 2 1 1	14 35 37 10 8 6 7 8 2 2 2		687 928 845 900 917 1,086	4	13 17 17 10 6 5 9 4 2 3 2	1 2 1 	1	2 -1 1 	13 16 16 10 6 5 8 4 2 3 2	1 11 19 1 4	4
Addington 13 Middlesex 14 Norfolk 15 Northumberl'd	2 5 1	2 5 1		2 5 1		900 1,000 1,000		2 5 1				2 5 1		
and Durham. 16 Ontario 17 Peel 18 Perth 19 Peterborough 20 Prescott and	6 1 1 7 5	6 2 1 16 5	1 1 · · · · · 1	5 1 1 15 5	900 1,000 1,000	1,000		6 2 1 12 5	4	2	1 4	6 1 1 12 5		
Russell 21 Renfrew 22 Simcoe 23 Stormont, Dun-	102 18 4	141 31 8	 2	138 31 6	567 1,188	539 94 0 9 67	103 5 3	3 21 5	4	3	4	3 21 5	93 4 1	
das, Glengarry 4 Victoria 5 Waterloo 26 Wellington 7 York 28 Districts Totals Cities	22 3 7 6 2 119 420	39 3 13 8 4 162 588	3 i 1 7 29	36 3 13 7 4 155 559	1,000 893 899	888 1,033 1,023 936 880 868 806	16 3 135 307	17 3 9 6 4 25 215	3 1 2 1 20	3 1 1 1 11	4 1 2 2 5 32	15 2 8 6 4 32 214	13 98 245	17 29
1 Belleville	1 3 2 6 1 3 17 3 4 4 1 3 5 1 1 2 2 7 2 3 5 1 8	27 6 237 4 34 16 18 7	4 1 8 45 45 45 45	19 29 31 8 27 6 192 4 34 16 18 7 10 34 11 250	1,475 2,000 960 803	506 738 600 818 800 613 684 542 6099 410 950 735 729 595 550 482 753 900 571 575 728 514 858	5 3 14 4 4 2 9 2 154 3 4	7 14 12 21 3 12 67 14 20 25 66 16 4 7 7 7 30 10 230 20 69	11 12 5 3 4	33	1 1 1 1 1 1 2 5 5 7 7 4 4 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	7 14 12 26 3 12 67 14 20 31 6 16 4 27 15 12 6 8 29 10 222 63	1 2 3 53 53 4 4 2	6 39
25 Woodstock Totals	1	3	95	943		567 698	256	710	45	24	81	696	69	45

SEPARATE SCHOOLS (Continued)
THE VARIOUS BRANCHES OF INSTRUCTION, AGE, SEX, AND GRADE, ETC.

				1				0 1	1 8	,	,	J GIV	1117179	DIG.	
	Kindergarten-Primary	Permanent Ungraded	Temporary	Number of Pupils on the Roll	Boys	Girls	Average daily attendance	Percentage of actual aggregate to possible aggregate attend- ance	No. of pupils in Kindergarten Primary	First Reader, Part I, or Primer	First Reader, Part II, or First Book	Second Book	Third Book	Fourth Book	Beyond Fourth Book
1 2 3 4 5 6 7 8 9 10 11		1	4 2	606 1,458 1,539 237 176 160 277 358 68 79 20	330 769 806 123 87 133 165 35 41 12	276 689 733 114 89 73 144 193 33 38 8	469 999 1,055 148 124 103 196 234 51 49	85 80 85 73 82 86 85 87 88 87	40	89 432 401 33 25 40 43 95 17 15 7	83 204 230 34 17 16 25 62 6 11 3	103 247 277 32 25 25 23 57 7 12 3	145 295 312 51 33 34 61 66 18 13 3	158 220 293 76 42 35 82 67 17 288 3	28 20 26 11 34 10 43 11 3
12 13 14	• • •	• • • •		34 86 37	15 50 23	19 36 14	20 63 27	81 78 95		9 9 12	2 11 4	8 3 5	6 24 7	7 36 9	3
15 16 17 18 19				86 83 18 523 147	40 44 11 250 82	46 39 7 273 65	53 61 13 410 101	78 87 78 90 82		17 7 2 72 19	8 5 3 52 10	10 15 4 62 21	20 14 6 103 33	26 22 2 98 64	5 20 1 136
20 21 22	• • •	3 1	34 1 2	5,660 963 392	2,902 460 187	2,758 503 205	3,966 681 269	83 92 88	140 21	1,848 158 121	1,008 115 63	1,139 133 58	903 202 65	521 157 85	101 177
23 24 25 26 27 28	• • • •	3 2 11	8 57	1,420 117 477 205 218 6,905 22,349	651 60 225 101 104 3,467 11,260	769 57 252 104 114 3,438 11,089	950 75 364 149 121 4,617 15,380	83 83 91 75 88 83 83.89	825 1026	395 12 78 33 70 2,200 6,259	166 14 60 21 25 1,174 3,432	209 15 79 26 39 1,149 3,786	235 37 119 40 40 880 3,765	214 15 109 41 44 641 3,112	201 24 32 44 36 969
1 2 3 4 4 5 6 7 8 9 10 11 11 2 13 14 15 16 17 18 19 20 20 21 22 23 24 24 25 26 26 27 27 28 28 28 28 28 28 28 28 28 28 28 28 28		1 5 5 1 1 1 1 2 2 1 1 4 4 2 2 1 1 1 1 1 1 1 1	60	363 864 575 1,610 198 4,200 718 1,422 1,400 422 1,369 288 10,702 1,441 771 778 272 372 1,684 1503 13,079 3,794	190 463 313 802 91 421 2,193 332 721 761 224 151 5,323 711 406 370 147 197 197 195 195 195 195 195 195 195	173 4011 2622 808 107 3452 ,007 386 701 639 198 745 137 5,379 730 385 408 125 175 849 245 6,510 1,843	289 670 423 1,118 157 560 3,311 620 1,129 1,106 2,14 8,151 1,366 1,077 581 650 236 3,306 1,270 389 9,634 2,493	93 90 91 91 98 98 92 92 93 94 87 93	181 129 	89 153 121 388 37 139 825 123 217 235 56 339 45 1,880 26 195 146 151 38 74 304 102 2,199 903 30	444 1411 833 197 300 1111 6733 122 203 212 48 200 34 1,901 211 178 124 125 40 52 217 62 1,643 645	48 201 127 207 37 149 701 104 357 228 46 234 67 2,694 36 228 134 128 38 69 287 97 2,483 607	87 2066 121 417 55 187 984 219 301 323 129 321 76 2,131 380 173 225 51 88 449 134 3,017 934 37	95. 163. 401. 39. 180. 664. 150. 312. 221. 93. 275. 66. 1,476. 41. 1262. 214. 149. 55. 52. 288. 108. 2,895. 705.	181 439 298 50 37 10 717
	2	80	65	47,884	24,193	23,691	35,978	92.01	485	8,815	7,115	9,319	10983	9,045	2122

ROMAN CATHOLIC

II. TABLE G-TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE, PUPILS IN

		1					Т-	1						
				1		1		chers		1		1 1		
Towns	No. of Schools	No. of Teachers	Male	Female	Average salary, male	Average salary, female	No. who have ever attended a Model School in Ontario	No. who have ever attended a Normal School in Ontario	No. who attended Nor. Coll., or Coll. of Ed.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
1 Alexandria. 2 Almonte. 3 Amherstburg. 4 Arnprior. 5 Barrie. 6 Blind River. 7 Bonfield. 8 Brockville. 9 Cache Bay. 10 Campbellford. 11 Charlton. 12 Chelmsford. 13 Cobalt. 14 Cobourg. 15 Cochrane. 16 Collingwood. 17 Cornwall. 18 Dundas. 19 Eastview. 20 Ford. 21 Fort Frances. 22 Gananoque. 23 Goderich. 24 Haileybury. 25 Hanover. 26 Hawkesbury. 27 Hearst. 28 Hespeler. 29 Ingersoll. 30 Iroquois Falls. 31 Kearney. 32 Keewatin. 33 Kenora. 34 La Salle. 35 Lindsay. 36 Little Current. 37 Massey. 38 Mattawa. 39 Merritton. 40 Mount Forest. 41 New Liskeard. 42 Newmarket. 43 Oakville. 44 Orillia. 45 Paris. 46 Parkhill. 47 Pembroke. 48 Perth. 49 Picton. 50 Prescott. 51 Preston. 52 Rainy River. 53 Renfrew.	2 1 2 2 1 1 1 1 1 2 2 1 1 1 1 1 1 1 1 1	6 3 8 1 2 8 2 2 3 2 1 5 2 1 20 4 1 4	14	25 7 4 2 8 2 21 3 2 3 5 5 1 1 2 3 2 3 2 1 2 3 2 1 2 1 2 1 2 1 2 1	690	\$392 7000 267 590 7000 646 800 475 7000 51,180 999 7000 458 975 566 567 527 604 500 562 4500 562 4500 567 1,480 1,000 333 550 610 1,000 333 550 667 950 950 950 950 950 950 950 950 950 950	4 6	1 4 4		7		73 5 9 2 1 1 1 6 4 2 1 2 2 1 1 1 4 2 2 4 2 2 3 1 1 2 1 6 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	2 2

SEPARATE SCHOOLS (Continued)

THE VARIOUS BRANCHES OF INSTRUCTION, AGE, SEX AND GRADE, ETC. (Con.)

							- TOUI	1011,	AGE,	, SEA	AND	GKAL	E, E	(Con.)
	Kindergarten-Primary	Permanent Ungraded	Temporary	Number of Pupils on the Roll	Boys	Girls	Average daily attendance	Percentage of actual aggregate to possible aggregate attend- ance	No. of pupils in Kindergarten- Primary	First Reader, Part I, or Primer	First Reader, Part II, or First Book	Second Book	Third Book	Fourth Book Beyond Fourth Book
1 2 3 3 4 4 5 6 7 8 9 10 11 12 13 14 4 15 6 17 18 19 19 20 21 22 23 24 25 26 27 28 8 29 30 31 32 24 33 4 4 4 5 5 6 6 7 8 9 10 11 12 13 14 15 6 17 18 19 19 19 19 19 19 19 19 19 19 19 19 19		1 2	9 7 13 15 5	538 126 338 430 132 364 141 298 188 69 33 202 721 155 375 62 1,536 108 776 1,272 290 193 89 314 102 1,307 159 55 113 199 44 26 319 143 332 70 94 4326 92 69 142 89 97 215 62 34 792 21 80 32 146 330 351 518	262 655 1488 2100 677 1844 666 1455 1044 388 166 6234 355 7733 588 3455 599 98 433 1611 588 618 844 288 628 221 111 1166 322 455 1666 322 455 1666 322 455 1666 326 457 1666 327 457 1666 457 1666 327 457 1666 327 457 1666 327 457 1666 327 457 1666 327 457 1666 327 457 1666 327 457 1666 327 457 1667 1667 1677 1677 1677 1677 1677 16	276 61 190 220 65 1800 75 153 84 31 177 110 361 89 141 27 763 50 431 673 150 95 46 153 44 689 75 27 51 114 23 15 155 68 166 38 49 162 17 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	345 92 287 358 87 235 112 224 126 577 22 145 519 116 47 44 1,260 93 599 958 234 137 65 243 289 42 89 42 89 42 89 137 27 18 23 24 44 63 63 63 63 63 63 63 63 63 63 63 63 63	83 88 95 90 89 95 97 89 91 75	25 68 107 85 	97 23 40 89 16 104 88 53 25 15 66 66 146 40 73 11 392 22 169 339 9 27 10 68 20 300 47 10 8 26 37 7 56 64 102 21 8 26 13 9 29 14 49 191 25 5 22 47 24 125	119 16 42 73 13 79 29 37 14 13 22 45 5 262 17 187 192 40 29 19 61 13 172 9 25 11 5 46 6 5 27 15 15 22 5 8 130 28 3 19 43 43 588	112 14 42 68 27 84 38 56 46 10 2 38 116 16 90 14 328 19 185 27 73 37 14 55 21 400 36 15 20 49 77 4 4 68 33 33 68 11 11 20 49 11 11 11 11 11 11 11 11 11 11 11 11 11	118 311 85 135 33 41 23 68 25 17 7 34 183 37 54 183 264 66 69 41 24 66 28 25 22 28 11 34 45 7 7 7 10 96 62 25 7 7 7 10 10 10 10 10 10 10 10 10 10	92

ROMAN CATHOLIC

II. TABLE G-TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE, PUPILS IN

								Tea	chers						
	Towns	No. of Schools	No. of Teachers	Male	Female	Average salary, male	Average salary, female	No. who have ever attended a Model School in Ontario	No. who have ever attended a Normal School in Ontario	No.who attended Nor. Coll., or Coll. of Ed.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70	St. Mary's Sandwich. Seaforth. Smith's Falls. Sturgeon Falls. Sudbury. Tecumseh. Thorold. Tilbury. Timmins. Trenton. Vankleek Hill. Walkerton. Walkerville. Wallaceburg.	3 1 3 1 1 1 1 1 5 5 1 1 1 1 1 1 1 1 1 1	7 2 155 2 6 200 322 8 8 77 300 6 5 77 5 6 8 8 3 1		7 2 15 2 6 20 32 8 8 7 30 6 5 7 5 6 8 3 1	\$	\$ 571 580 603 1,000 458 707 902 937 750 457 440 650 4867 1,000	. 4 1 10 	1 1 1 4 2 2 6 1 1 1 3 2 6 1 9 5 5 3 4 6 6 2 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2	1	1 1 2	1 1 4 2 6 1 1 3 2 6 1 1 9 5 5 3 4 5 5 2 2 3 3 4 5 5 5 6 1 7 5 7 5 7 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7	4 10 19 13 3 6 11	22 33
	Totals	103	513	28	485	772	652	169	231	16	10	18	225	120	20
1 2 3 4	Rural Schools. Cities Towns Villages	420 170 103 23	588 1038 513 49	29 95 28	559 943 485 49	899 955 772	806 698 652 764	307 256 169 , 11	215 710 231 32	20 45 16 3	11 24 10 1	32 81 18 6	214 696 225 26	245 69 120 8	29 45 20 1
	Grand Totals, 1925 Grand Totals, 1924		2188 2149		2,036 2,012	911 941	719 707		1,188 1,181	84 78		137	1,161 1,149		95 79
7 8	Increases Decreases	8	39	15	24	30	12	35	7	6	12	36	12	18	16
9	Percentages			6.95	93.05			33.96	54.30	3.84	2.10	6.26	53.06	20.20	4.34

SEPARATE SCHOOLS (Continued)

THE VARIOUS BRANCHES OF INSTRUCTION, AGE, SEX AND GRADE, ETC. (Con.)

-															
	Kindergarten-Primary	Permanent Ungraded	Temporary	Number of Pupils on the Roll	Boys	Girls	Average daily attendance	Percentage of actual aggregate to possible aggregate attendance	No of pupils in Kindergarten- Primary	First Reader, Part I, or Primer	First Reader, Part II, or First Book	Second Book	Third Book	Fourth-Book	Beyond Fourth Book
544 555 566 577 588 599 600 611 622 636 646 657 668 677 717 72	1	2 1 1 2 1 44	6	273 555 676 70 2422 1,066 1,487 363 501 259 1,267 253 248 255 237 380 114 83 23,054	122 222 3333 39 125 567 7333 180 245 144 667 119 105 120 128 194 173 63 36 11,501	151 33 343 31 117 499 754 183 256 115 600 134 143 135 109 183 207 51 47	189 41 501 59 201 844 1,037 260 376 224 1,011 1233 181 196 186 239 297 81 57	87 95 97 82 94 95 92 90 97 94 93 88 86 94 87 98 86 87	208 161	92 12 109 10 45 137 239 114 136 89 353 48 82 20 42 142 47 19 15	422 5 1177 13 433 1388 2055 58 633 322 254 44 13 23 44 50 57 19 9	466 144 1866 100 411 2133 2322 811 844 377 237 38 600 333 577 666 833 122 133	19 152 20 41 245 368 50 139 75 279 61 37 43 61 64 83 44 13	5 87 177 72 125 247 45 79 26 73 62 56 56 71 33 55 110 20 33	35 15
1 2 3 4	2 1	11 80 44 5	57 65 85 3	22,349 47,884 23,054 2,013	11,260 24,193 11,501 936	11,089 23,691 11,553 1,077	35,978 18,076	83.89 92.01 91.05 89.29	1026 485 804 22	8,815	3,432 7,115 3,430 307	3,786 9,319 4,648 362	3,765 10983	3,112	969 2122 369 122
5	3		210	, i	47,890	47,410							20251		
7	3	131	226	$\frac{93,524}{1,776}$	46,918 972	46,606	2,732						1,113		
7 8	• • • •		16							828	298				
9	.13	6.40	9.60		50.25	49.74	74.45		2.45	21.37	14.99	19.01	21.25	17.17	3.76

ROMAN CATHOLIC SEPARATE SCHOOLS (Continued)

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE, PUPILS IN THE BRANCHES OF INSTRUCTION, AGE, SEX AND GRADE, ETC. (Continued)

	Rural Schools	Cities	Towns	Villages	Totals, 1925
No. of Pupils admitted during the year to School for the first time. (Pupils who previously attended some other School in Ontario not counted)	2,619	5,869	2,856	239	11,583
attend some other Public or Separate School in another School Section	738	1,465	675	52	2,930
attend some other Public or Separate School in another School Section	668	1,475	612	51	2,806
the year to attend a Secondary School (Continuation, High or Vocational)	151	542	340	37	1,070
No. of Girls who left the 4th Book Class during the year to attend a Secondary School No. of Boys who left the 5th Class during the	202	666	372	52	1,292
year to attend a Secondary School No. of Girls who left the 5th Class during the	21	93	8	13	135
year to attend a Secondary School No. of Pupils who left to attend some Private	65	73	8	14	160
School or College	124 135	562 125	123 64	11	811 335
No. of Pupils in Art. No. of Pupils in Geography. No. of Pupils in Music. No. of Pupils in Literature. No. of Pupils in Composition. No. of Pupils in Grammar. No. of Pupils in English History. No. of Pupils in English History. No. of Pupils in Physiology and Hygiene. No. of Pupils in Nature Study. No. of Pupils in Physical Culture. No. of Pupils in Physical Culture. No. of Pupils in Arithmetic and Mensuration. No. of Pupils in Algebra. No. of Pupils in Algebra. No. of Pupils in Geometry. No. of Pupils in Geometry. No. of Pupils in German. No. of Pupils in French (beyond 4th Book). No. of Pupils in French (Primer to 4th Bk. incl.) No. of Pupils in Elementary Science. No. of Pupils in Commercial Subjects. No. of Pupils in Agriculture. No. of Pupils in Manual Training. No. of Pupils in Manual Training	20,978 17,119 20,192 19,207 20,006 4,801 5,494 10,975 19,332 16,082 20,890 595 504 610 54 661 15,155 203 14 2,426 317,480	47,324 45,961 47,646 47,854 47,854 47,8718 25,497 26,479 47,596 43,790 47,878 201 1,156 1,304 1,079 1,864 1,721 8,071 1,156 222 4,083 1,293	22,325 20,639 22,440 21,921 22,422 4,102 7,859 10,814 22,182 18,270 22,632 237 142 256 6 304 11,564 186 186	1,968 1,886 1,623 1,953 1,962 504 739 1,085 1,880 1,517 1,991 94 72 62 94 77 633 234 15 50	92,595 85,605 91,901 90,935 92,244 25,125 39,589 49,353 90,990 79,659 93,391 315 1,990 2,208 1,787 2,824 60 2,763 35,423 236 8,088 413 1,898
No. of Schools where Medical Inspection is in force. Schools where Nurse Inspection with Medical Supervision is in force. Schools where Nurse Inspection only is in force Total number of Nurses employed. Schools where Dental Inspection is in force	38 3 2 	42 56 70 26 120	12 12 23 21	2 1 2	94 71 96 49 122
Schools with a Library	290 50,928 \$24,120	160 83,993 \$45,002	86 45,218 \$28,073	18 5,131 \$3,620	554 185,270 \$100,815

ROMAN CATHOLIC SEPARATE SCHOOLS (Continued) II. TABLE G—ATTENDANCE BY AGE, SEX AND GRADE

ROMAN CATHOLIC SEPARATE SCHOOLS (Continued)
II. TABLE G—ATTENDANCE BY AGE, SEX AND GRADE (Continued)

								4) CALA	7777			(Activities)					
Towns		5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	5 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs. & over	Totals
Kindergarten-Primary	Boys Girls	58	202 159	120	47	13	ਚ ਚ	24	22	22		0 0					450
Primer	Boys Girls	148	872	765 691	413	197	98	50	33	13	46			• •	::	::	2,594 2,323
First Book	Boys Girls		68 71	445	483	369	227 185	110	64 42	19	7	4 :			::		1,759
Junior Second Book	Boys Girls	: :	: :	50 48	201	280	251 226	173	119	30	11	ww	17		:::		1,156
Senior Second Book	Boys Girls			31	116 153	246 286	245 315	198	160	95	49 27	13	10 H	2 :			1,147
Junior Third Book	Boys Girls			: :	17	207	308	337	269	170	86	32	69	2	::	::	1,448
Senior Third Book	Boys Girls	• •				33	157	234 260	269	179	119	73	10	2		:	1,070
Junior Fourth Book	Boys Girls	: :	: :	: :		3	30	118	190	213	146 158	88	35	. 4		:::	826 877
Senior Fourth Book	Boys Girls		: :	• •			∞ m	43	126 157	207	177	153	60 44	0 %	2	1 :	786 905
Junior Fifth Class	Boys Girls	• •		: :		: :		24	20	33	27 51	32	12	3.2	55		83
Senior Fifth Class	Boys Girls	• •			• •	: :	: :	: :		22	12	17	22	111	9	2 :	38
Totals by Sexes	Boys Girls	206	1,142	1,359	1,277	1,347	1,328	1,267	1,239	972	648 726	395	140	25	13	г	11,357
Grand Totals, Towns, 1925	5	440	2,208	2,661	2,609	2,674	2,702	2,481	2,434	1,997	1,374	728	252	50	22	4	22,636

Totals	196	149	59	121	80 80	109	102	88	33	36	1,039	1,969
19 yrs. & over		: :	• •	: :					:	: -		2
18 yrs.		: :						: =		2	14	3
17 yrs.	: :	: :		: :	• •		: :		2	-4	0 0	00
16 yrs.	: :			: :				84	13	24	13	34
15 yrs.	: :	:::		: :		20	53	17	∞ 0.0	20	38	84
14 yrs.	: :			1	€ ⊞	18	16	18	10	300	56	135
13 yrs.		- :	7	10	14	16 26	17 28	29	88	7	104	211
12 yrs.		1	110	12	12 10	19 35	17 40	30			131	221
yrs.	1	13	7	14	26	30	20	7	: :	: :	101	201
9 yrs. 10 yrs. 11	1 2	21 18	17	31	24 26	14	4		: :		113	230
9 yrs. 1	000	19 24	111	34 49	15	ນທ			: :	: :	83	200
8 yrs.	29	47	12	13	नस		: :	::	: :		102	195
7 yrs.	65	30	30			: :		::	: :		101	222
6 yrs.	55	112			: :	::					67	146
5 yrs.	36		::	::	: :	: :			: :	: :	36	75
	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys	25
Incorporated Villages	Primer	First Book	Junior Second Book	Senior Second Book	Junior Third Book	Senior Third Book	Junior Fourth Book	Senior Fourth Book	Junior Fifth Class	Senior Fifth Class	Totals by Sexes	Grand Totals, Villages, 1925

ROMAN CATHOLIC SEPARATE SCHOOLS (Concluded) II. TABLE G—ATTENDANCE BY AGE, SEX AND GRADE—(Concluded)

18 yrs. & over Totals	755	7,212	5,546	3,058	4,418	4,467	3,715	2,803	5 1 2,875	4 463	13 13 654 50 20 915	25 14 35,965 62 25 35,410	
17 yrs.			1	::	1	2	00	133	16	16	54	99	
16 yrs.			2	60	11	36	65	86	143	56	109	511 506	
s. 15 yrs. 16	::	3 ==	3	19 , 16	42 23	127	247	242 213	468	125	162 248	1,442	
14 yr		9	25	35	153	285	452	435	704	147	182	2,424 2,247	
13 yrs.	22	19	70	113	262	508 392	708	760	796	59 88	95	3,392	
12 yrs.	22	48	157	219	479	752	901	678 825	532 581	39	26	3,833	
11 yrs.	24	114	278 194	360	689	1,023	798 977	458 543	183 199	15		3,923	
10 yrs.	9	186	573 436	694	993	1,019	447	127	27 20	2	:::	4,074	
9 yrs.	24	385	1,000	801 770	1,094	609	88 136	13	: :	::		4,014 3,972	
8 yrs.	70	945	1,779	666 651	602	101 141	22	: :	: :	• •	•	4,165	
7 yrs.	183	2,094	1,418	146 145	91	5			* : :			3,937	
6 yrs.	289	2,733	234	2				: :	: :			3,258	
5 yrs.	173	681 839	::	: :		: :	: :	: :	: :			854 1,014	
	Boys Girls	Boys Girls	Boys	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	Boys Girls	-
All Urban Schools	Kindergarten-Primary	Primer	First Book	Junior Second Book	Senior Second Book	Junior Third Book	Senior Third Book	Junior Fourth Book	Senior Fourth Book	Junior Fifth Class	Senior Fifth Class	Totals by Sexes	

						-									-	_	
All Rural Schools		5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs. & over	Totals
Kindergarten-Primary 	Boys Girls	30	188	142	40	63	32	19	12	19			::		::		573
Primer	Boys Girls	245 273	768 655	862 754	596 514	370 349	285	117	67	29	111	4.2				• •	3,354 2,905
First Book	Boys Girls	1	41 53	216	428	397	355 246	201	105	80	25 29	5.0	:				1,862
Junior Second Book	Boys Girls		11 5	36	114	164	166	142	123	61	32	13	64		: :	::	844 819
Senior Second Book	Boys Girls	: :	: :	16	81 91	194	232	206	202	136	51	22	20	1			1,146
Junior Third Book	Boys Girls	: :	: :		19	1116	205	, 200	190	2111	106	34	42	+		::	1,086
Senior Third Book	Boys Girls	• •	: :		∞ rv	16	86 116	169	197	186 159	1117	67	13	22		::	862
Junior Fourth Book	Boys Girls				: :	1 6	28	80	159	197	152	59	21 27	44			701 826
Senior Fourth Book	Boys Girls	: :	* *				ww	20	90	146	156 193	126	38	12	3	::	596
Junior Fifth Class	Boys Girls	: :						40	20	55	06.8	41	39	18	13:		268
Senior Fifth Class	Boys Girls					:::		:::	::	000	18	25	24 73	17	91	111	110
Totals by Sexes	Boys Girls	305 304	1,008	1,256	1,286	1,321	1,395	1,158	1,165	1,126	758	395	150	55 84	13	111	11,402
Grand Totals, Rural Schools, 1925	ls, 1925	609	1,879	2,436	2,509	2,550	2,639	2,230	2,275	2,093	1,484	1779	348	139	47	26	22,043

CONTINUATION I. TABLE H—FINAN

			Rece	eipts	I. TABLE	H—FINAN
Continuation Schools	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Debentures	Balances and other sources	Total Receipts
1 Acton 2 Agincourt. 3 Ailsa Craig. 4 Alvinston 5 Arkona 6 Ayr 7 Bancroft 8 Bath 9 Beachburg 10 Beeverton 11 Beeton 12 Belmont 13 Blackstock 14 Blenheim 15 Blind River 16 Blyth 17 Bobcaygeon 18 Bolton 19 Bothwell 20 Bowesville 21 Brooklin 22 Brownsville 23 Bruce Mines 24 Brussels 25 Burk's Falls 26 Caledon East 27 Cannington 28 Capreol 29 Cardinal 30 Carp 31 Chalk River 32 Chatsworth 33 Claremont 34 Clifford 35 Cobden 36 Cochrane 37 Coldwater 38 Comber 39 Coniston 40 Consecon 41 Cookstown 42 Cookstown 42 Cookstown 43 Creemore 44 Delaware 45 Delhi 46 Delta 47 Denbigh 48 Dorchester 49 Drayton 50 Dresden 51 Drumbo 52 Egar 54 Eganville (R.C.S.S.).	\$ c.1 897 71 662 53 775 80 870 40 1,085 49 883 27 2,829 03 873 64 877 62 909 42 867 75 898 30 417 95 920 00 1,711 14 894 77 852 12 818 00 870 65 437 65 437 65 438 53 650 25 2,318 69 888 80 1,823 14 430 51 882 46 845 36 908 24 874 09 	\$ c	\$ c. 4,329 58 1,006 52 1,000 00 1,160 07 570 85 1,205 01 600 00 1,000 00 1,275 87 2,609 39 875 00 1,000 00 1,460 77 7,515 00 2,349 01 1,123 56 1,581 33 2,750 92 465 00 797 17 1,125 00 1,937 00 581 44 2,200 00 2,199 72 987 70 1,144 90 1,296 73 2,185 73 2,400 00 1,080 25 491 19 1,000 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00 520 29 3,500 00 1,200 00 1,500 00	\$ c	\$ c. 1,331 58 78 19 2,501 24 1,018 00 266 23 2,400 57 73 16 696 34 2,370 55 269 41 2,296 91 1,366 20 78 80 297 00 1,186 92 107 60 2,525 59 394 33	\$ c. 6,558 87 3,678 48 5,995 51 6,974 93 3,338 45 5,371 02 3,802 19 4,228 29 5,401 66 6,653 29 6,693 66 5,584 19 1,995 09 11,370 45 4,357 15 5,323 67 3,696 65 8,529 74 3,503 79 1,672 53 4,619 28 5,457 99 6,810 79 5,641 98 4,186 60 2,304 17 6,026 84 2,142 09 5,173 05 6,995 50 1,080 25 6,078 17 6,566 90 7,131 86 2,410 79 5,068 04 4,355 54 19,383 59 3,302 67 2,101 62 8,513 18 1,726 6,489 75 6,392 05 3,883 87 2,551 6,594 38 5,223 54 7,383 71 5,966 30 4 4,555 36 1,080 25 6,078 17 6,566 90 7,131 86 2,410 79 5,068 04 4,355 54 19,383 54 19,383 54 17,26 65 6,489 75 6,392 05 3,883 87 2,551 86 5,453 48 5,223 54 7,383 71 5,966 30 5,688 24 4,668 44 1,245 30 72,849 40 5,185 30 72,849 40

SCHOOLS

CIAL STATEMENT

		Expendi	ture		
Teachers' Salaries	Buildings, Sites, and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, station- ery, fuel, examina- tions and other ex- penses	Total Expenditure
\$ c. 1 4,900 00 2 2,506 35 3 3,286 26 4 4,974 88 5 1,500 00 6 3,200 00 7 2,902 67 8 3,020 00 9 3,220 10 10 5,080 00 11 3,200 00 12 3,279 50 13 1,740 00 14 5,550 00 15 3,533 12 16 3,200 00 17 2,965 94 18 3,071 25 19 2,795 00 1,400 00 21 1,404 00 21 1,747 50 22 2,580 00 23 3,300 00 24 4,134 50 25 3,340 00 26 1,433 00 27 2,900 00 28 1,540 00 28 1,540 00 30 4,600 00 31 520 00 32 3,200 00 33 3,400 00 34 4,000 00 35 1,500 00 36 4,098 25 37 3,200 00 38 3,000 00 39 1,665 00 40 1,280 00 43 5,240 00 44 4,440 00 45 3,100 00 47 1,292 00 48 3,274 48 49 5,520 00 48 3,274 48 49 5,520 00 47 1,292 00 48 3,274 48 49 5,520 00 59 3,360 00 50 295 00 51,800 00 51,800 00 51,800 00 55 1,800 00 55 1,800 00	\$ c. 359 43 6 10 404 29 128 40 1,602 35	\$ c. 220 31 64 29 47 95 64 51 25 00 45 02 65 90 73 45 23 10 113 21 119 04 17 25 121 85 55 42 137 99 216 10 49 69 21 74 10 39 10 39 12 90 8 37 182 31 120 84 33 85 163 77 95 82 8 00 132 64 146 44 12 20 17 72 50 00 17 62 155 00 29 00 7 95	\$ c. 176 62 6 77 344 39 1 35 52 98 131 81 148 85 282 21 110 12 71 56 190 97 80 33 16 24 79 00 34 30 84 75 308 73 413 97 20 26 127 47 74 98 11 08 90 00 72 65 105 51 173 16 161 10 227 75 110 13 71 25 34 24 21 08 176 16 4 35 351 39 44 30 283 66 30 53 135 13 103 72 14 92 673 34 150 59 184 83 42 00	\$ c. 898 26 1,034 04 1,181 03 1,462 75 234 75 501 15 767 71 535 13 1,833 45 1,126 22 1,437 01 1,300 69 1,459 33 4,473 49 824 03 416 62 440 56 4,315 73 603 79 175 83 603 79 175 83 617 97 602 84 918 47 731 70 249 91 1,316 85 1,567 54 1,367 38 61 25 2,173 14 920 42 523 69 40 00 587 00 749 35 1,367 38 61 25 2,173 14 920 42 523 69 40 00 587 00 749 35 1,367 38 132 07 3,087 86 224 51 1,133 35 1,369 32 602 52 32 00 408 88 1,361 62 1,526 27 1,204 04 1,774 77 523 23 95 09 679 99 574 45	\$ c. 6,554 62 3,617 55 4,919 53 6,974 93 3,338 45 3,779 13 3,802 19 3,749 00 5,401 66 6,653 29 4,974 92 5,515 15 11,728 51 10,676 85 4,357 15 4,130 46 3,696 65 7,837 83 3,488 51 1,672 53 1,672 53 3,963 19 4,280 35 5,266 58 4,168 42 1,693 99 4,306 85 2,142 09 5,173 05 6,140 54 1,080 25 6,010 62 4,612 86 3,675 78 2,410 79 4,818 33 4,282 30 18,244 89 2,138 96 1,793 73 7,889 70 1,726 65 6,489 75 4,668 71 3,853 26 1,781 41 4,868 98 7,383 71 5,593 19 4,621 77 4,664 19 930 58 2,424 40

CONTINUATION I. TABLE H—FINAN

Continuation	ts		Nec	ceipts		
Continuation	ts					
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Debentures	Balances and other sources	Total Receipts
56 Elgin. 57 Elmvale. 58 Embro. 59 Emo. 60 Ennismore. 61 Erin. 62 Espanola. 63 Fairbank. 64 Fenelon Falls. 65 Fenwick. 66 Feversham. 67 Fingal. 68 Florence. 69 Fordwich. 70 Frankford. 71 Gore Bay. 72 Grand Valley. 73 Haliburton. 74 Hallville. 75 Harrow. 76 Havelock. 77 Hensall. 78 Hepworth. 79 Highgate. 80 Holstein. 81 Honeywood. 82 Ilderton. 83 Inglewood. 84 Iroquois Falls. 81, Jarvis. 88 Jockvale. 89 Kars. 90 Keewatin. 91 Kenmore. 92 Kinburn. 93 Kinmount. 94 Kirkland Lake. 95 Lambeth. 96 Lanark. 97 Lansdowne. 98 Laurel. 99 Lefroy. 100 Lion's Head. 101 Little Britain. 102 Little Current. 103 Long Branch. 104 Lucknow. 105 Lynden. 106 Mallorytown. 107 Malakoff. 108 Mallorytown. 109 Manitowaning. 1, 2	\$ c 911 80 4401 84 169 31 844 99 651 50 8815 16 641 68 922 76 827 80 4433 45 8922 76 827 80 901 25 5513 02 817 95 905 05 039 50 901 25 609 12 172 43 904 25 904 25 904 25 904 35 868 25 8841 85 611 10 75 4442 20 868 25 8841 85 611 10 75 4455 22 426 78 4419 75 4455 22 426 78 4419 75 4455 22 426 78 449 75 435 79 883 33 799 30 879 29 884 30 8879 29 8883 33 798 58 884 50 373 00 417 80 434 50 337 798 58 884 50 337 798 58 884 50 337 798 58 885 51 886 53 75 887 95 588 34 565 984 889 23 887 95 588 34 565 985 588 34 565 70 588 34	\$ c	\$ c. 1,400 00 1,971 13 2,350 00 1,950 00 1,185 39 3,314 50 6,019 75 2,000 00 2,794 42 1,000 00 600 00 1,000 00 00 1,748 71 2,512 74 1,484 60 2,851 75 300 00 2,783 75 531 46 2,371 92 731 36	9,289 54 82 59 3,000 00 1,461 09 25,000 00	\$ c. 500 00 743 13 3 54 307 20 106 20 49 27 13,076 82 130 91 446 43 1,515 35 2,440 73 354 68 10 00 2,320 81 1,087 85 1,144 03 4,542 99 13 50 179 41 78 52 1,246 01 6,600 95 1,148 07 979 28 361 16 483 37 1,335 86 222 92 52 25 254 25 254 86 1,242 40 2,852 00 131 85 50 65 478 09 18 73 3,956 68 2,483 70 4,275 54 581 41 1,240 12 140 07 83 89 8,074 62 2,748 67 384 87 423 78 864 88 2,993 02 20 10 10 10 10 10 10	\$ c. 1,900 00 5,846 92 3,105 38 5,119 31 4,611 61 7,159 09 7,884 18 16,360 18 5,189 62 3,268 99 3,404 33 5,231 23 2,886 40 13,630 38 9,601 31 9,524 10 8,978 03 2,403 15 11,108 57 6,120 98 4,891 93 3,294 78 2,999 32 10,178 38 15,186 23 1,194 28 6,268 36 4,314 78 4,793 79 3,651 20 1,956 70 2,649 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 2,016 44 3,765 83 1,919 20 7,182 27 2,641 64 3,765 83 1,919 20 3,954 49 17,738 69 6,788 54 35,302 31 5,491 92 7,787 54 3,308 91 4,894 42 3,850 65 5,680 86

SCHOOLS (Continued) CIAL STATEMENT (Continued)

			Expendit			
	Teachers' Salaries	Buildings, Sites, and all permanent improvements.	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, station- ery, fuel, examinations and other expenses	Total Expenditure
56 57 58 59 60 61 62 63 64 65 66 67 70 71 72 73 74 75 76 77 78 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 97 98 99 90 90 90 90 90 90 90 90 90	\$ c. 550 00 5,880 00 1,458 48 3,380 00 2,300 00 2,300 00 2,300 00 2,300 00 2,300 00 1,450 22 48 4,140 00 2,700 00 1,480 72 2,980 00 1,500 00 2,890 80 3,620 00 3,180 00 4,700 00 4,850 00 3,980 00 4,360 00 3,980 00 4,360 00 3,850 05 2,500 00 1,182 36 3,508 20 3,190 00 1,182 36 3,508 20 3,190 00 1,182 36 3,508 20 3,190 00 1,182 36 3,508 00 2,082 50 3,190 00 1,182 36 3,500 00 1,182 36 3,500 00 1,182 36 3,500 00 1,182 36 3,500 00 1,182 36 3,500 00 1,182 36 3,500 00 1,182 36 3,500 00 1,182 36 3,500 00 1,190 00 3,000 00 1,500 00 3,000 00 1,500	\$ c. 607 35 838 20 175 00 953 42 129 83 9,413 51 38 80 45 31 9,411 54 13 28 4,708 55 572 57 90 00 151 73 200 54 209 40 42 10 82 65 9,791 04 324 50 105 23 205 20 74 65 16 00 104 32 2,475 15 24,857 00 200 00 36 09 11,830 00 36 09 11,830 00 36 90 11,830 00 36 90 11,830 00 36 90 11,830 00 36 90 11,830 00	\$ c. 15 00 197 54 22 65 31 03 141 22 100 50 111 40 137 32 23 96 114 33 35 62 5 85 133 20 184 78 205 00 111 20 7 02 4 25 188 88 33 67 292 32 18 65 13 99 27 44 10 12 20 00	\$ c. 274 73 43 82 361 99 207 68 182 39 318 56 639 13 100 58 351 49 13 21 314 91 16 13 110 61 127 35 396 16 533 14 180 20 231 78 407 08 68 55 15 20 77 21 56 62 188 04 44 15 163 17 51 38 108 46 64 18 209 08 10 60 70 00 63 51 133 68 229 53 255 41 67 49 50 87 94 05 42 00 79 73 1,187 21 41 00 57 15 821 40 169 49 99 02	\$ c. 10 47 478 93 224 477 499 91 831 67 3,600 08 2,243 97 1,315 04 949 04 150 00 171 20 1,897 50 1,237 40 1,217 43 707 50 1,239 39 1,643 92 81 12 2,421 16 1,353 90 748 83 471 05 214 46 631 47 980 71 141 74 372 69 1,348 12 1,269 40 397 54 119 60 239 16 331 74 903 69 3,997 62 467 33 743 59 189 07 194 09 3,753 42 625 45 503 63 617 12 206 70 211 04 478 37 852 68 1,312 52 7,904 76 995 72 1,523 77 354 12 1,644 23	\$ c. 1.442 55 5,617 75 3,080 68 4,087 59 4,511 71 6,853 50 7,740 54 14,597 16 5,189 62 3,201 49 1,806 35 5,231 23 1,798 84 13,630 38 4,568 63 9,524 10 7,561 03 2,338 64 6,784 67 6,120 98 4,891 93 3,294 78 1,489 74 4,299 53 14,024 22 1,194 28 3,496 84 3,726 99 4,793 79 3,651 20 1,788 78 2,649 44 1,916 99 4,089 69 8,203 33 3,774 35 3,927 27 2,247 17 5,404 65 51,531 04 4,934 33 3,588 17 2,211 17 2,000 49 1,590 75 2,861 78 16,938 54 6,788 54
109 110	2,240 00 2,150 00	199 39 292 13		59 42 101 01	373 08 763 65	2,871 89 3,306 79

CONTINUATION TABLE H-FINAN

					I. TABLE	H-FINAN
			Recei	pts		
Continuation Schools	Legislative Grants	Municipal Grants (county)	Municipal Grant (local)	Debentures	Balances and other sources	Total Receipts
111 Marmora. 112 Massey. 113 Maxville. 114 Melbourne. 115 Merlin. 116 Merrickville. 117 Metcalfe. 118 Millbrook. 119 Milverton. 120 Mindemoya. 121 Mindem. 122 Minesing. 123 Mount Albert. 124 Mount Brydges. 125 Mount Elgin. 126 Mount Pleasant. 127 Navan. 128 New Dundee. 129 New Hamburg. 130 North Augusta. 131 North Gower. 132 Odessa. 133 Oil Springs. 134 Onondaga. 135 Orona. 136 Otterville. 137 Paisley. 138 Pakenham. 139 Palmerston. 140 Pickering. 141 Plattsville. 142 Port Burwell. 143 Port Carling. 144 Port Credit. 145 Powassan. 146 Princeton. 147 Rainy River. 148 Richard's Landing. 149 Richmond. 150 Ridgeway. 151 Ripley. 152 Rockwood. 153 Rodney. 154 Russell. 155 St. George. 156 Schomberg. 157 Schrieber. 158 Scotland. 159 Scudder. 160 Seeley's Bay. 161 Selkirk. 162 Singhampton. 163 Southampton. 164 South Mountain. 165 South Porcupine.	\$ c. 908 34 1,305 00 887 99 887 99 888 85 882 94 856 16 891 45 954 59 913 25 2,941 48 896 12 429 55 900 00 1,036 60 880 75	\$ c. 3,015 30	\$ c. 2,128 79 1,194 43 2,000 00 1,000 00 1,155 74 2,705 70 1,000 00 3,853 60 1,000 00 760 46 1,000 00	\$ c. 2,188 60 4,500 00 4,500 00 1,982 90 666 66	\$ c. 47 00 108 50 305 43 180 84 49 60 1,079 34 127 06 383 60 93 60 1,655 72 1,554 99 120 00 531 52 2,767 21 3,968 67 1,023 00 2,166 22 170 80 1,468 37 1,436 93 1,174 87 2,155 14 769 13 1,475 85 5,466 15 73 60 2,935 40 2,741 75 145 49 2,741 75 145 49 1,290 25 5,007 84 2,729 60 58 90 1,290 25 5,007 84 2,729 60 58 90 1,290 25 5,007 84 2,729 60 1,554 32 793 30 1,290 25 5,007 84 2,729 60 1,588 28 1,163 57 133 29 1,920 38 2,762 20 595 05 154 02 6,441 86 19 00 1,880 78 1,260 00 1,880 78 1,260 00 1,880 78 1,260 00 1,880 78 1,260 00 1,880 78 1,260 00 1,880 78 1,260 00 1,8758 05 81 43	\$ c. 6,099 43 2,607 93 7,914 74 6,002 55 6,500 13 5,455 60 4,220 26 9,408 06 5,974 98 5,572 20 3,859 85 1,739 56 3,831 52 8,186 10 8,773 64 1,389 00 6,060 23 1,598 80 8,430 00 4,999 22 5,535 15 5,063 81 5,136 78 2,903 93 12,008 13 1,870 36 5,489 36 6,710 97 4,944 20 5,433 35 4,356 60 9,929 67 2,798 00 53,021 55 5,790 86 8,220 87 6,109 81 5,564 24 6,459 71 11,424 14 9,886 33 3,209 53 6,430 13 5,819 78 7,565 09 2,141 05 6,621 77 13,927 22 1,070 00 1,555 72 5,432 45 3,338 20 5,793 20 5,602 66 11,898 29

CIAL STATEMENT (Continued)

OHE SHIENEN	Continued	Expen	diture		
Teachers' Salaries	Buildings, Sites, and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, station- ery, fuel, examinations and other expenses	Total Expenditure
\$ c. 111 5,073 61 112 2,150 00 113 5,740 00 114 3,800 00 115 3,570 00 116 3,220 00 117 3,120 00 118 4,640 00 119 3,400 00 120 3,100 00 121 1,900 00 122 1,300 00 123 3,380 00 124 3,660 00 125 3,080 00 126 520 00 127 2,800 00 128 1,260 00 129 3,480 00 129 3,480 00 130 2,900 00 131 3,200 00 132 3,070 72 133 3,042 00 134 1,220 00 135 4,937 80 136 1,360 00 137 4,300 00 138 3,220 00 137 4,300 00 138 3,220 00 140 3,010 32 141 3,240 00 143 2,205 00 144 5,300 00 144 5,300 00 145 3,219 00 146 2,500 00 147 4,560 00 148 2,150 00 149 3,288 88 150 5,760 00 141 4,560 00 152 1,618 52 153 4,716 52 154 3,200 00 155 3,820 00 156 1,358 50 157 3,560 00 157 3,560 00 158 3,020 00 159 240 00 160 1,120 00 161 3,280 00 162 1,260 00 163 3,540 00 164 3,119 36 165 3,460 00	\$ c. 55 00 250 00 1,750 00 1,750 00 28 24 23 75 103 00 327 33 115 00 4,500 00 48 50 15 00 176 90 33 15 4,513 03 31,340 35 146 76 141 50 316 34 1,675 10 180 81 180 00 1,312 12 85 00 111 20 145 00 33 10 136 96 9 23 1,421 87	\$ c. \$ 53 00	\$ c. \$ 59 45	\$ c. 858 37 419 53 1,483 10 1,137 18 1,054 43 1,829 26 473 75 4,235 99 1,982 88 535 07 1,828 66 147 90 451 52 877 23 2,230 17 223 75 295 00 167 46 375 00 1,761 69 1,650 82 263 08 1,135 81 270 48 621 67 176 99 920 40 501 76 701 28 1,481 04 709 85 2,134 02 340 38 13,489 56 31 3,489 56 375 41 569 38 1,274 55 224 59 887 83 5,048 26 4,986 00 321 79 608 11 550 41 3,220 07 232 45 1,295 18 4,989 40 54 03 159 608 11 550 41 3,220 07 232 45 1,295 18 4,989 40 54 03 159 608 11 550 41 3,220 07 232 45 1,295 18 4,989 40 54 03 159 608 11 550 41 3,220 07 232 45 1,295 18 4,989 40 54 03 159 608 11 550 41 3,220 07 232 55 1,295 18 4,989 40 54 03 159 608 11 550 41 3,220 07 232 55 1,295 18 4,989 40 54 03 159 608 17 550 41 3,220 07 232 55 1,295 18 4,989 40 54 03 159 608 17 550 41 3,220 07 232 55 1,295 18 4,989 40 54 03 159 608 17 550 41 3,220 07 232 55 1,295 18 4,989 40 54 03 159 608 17 550 41 3,220 07 232 55 1,295 18 4,989 40 54 03 159 608 17 550 41 3,220 07 232 55 1,295 18 4,989 40 54 03 159 608 17 550 41 3,220 07 232 55 18 4,989 40 54 03 159 608 17 550 41 3,220 07 232 55 18 4,989 40 554 03 159 608 17 550 41 3,220 07 232 55 18 4,989 40 554 03 159 608 17 550 41 3,220 07 232 55 18 4,989 40 554 03 159 608 17 550 41 3,220 07 232 55 18 4,989 40 554 03 159 608 22 10 10 10 10 10 10 10 10 10 10 10 10 10	\$\ \cdot \cd

CONTINUATION

I. TABLE H—FINAN

	1				1. TABLE	
			R	eceipts	1	
Continuation Schools	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Debentures	Balances and other sources	Total Receipts
166 South River. 167 Sparta. 168 Spencerville. 169 Springfield. 170 Sprucedale. 171 Stayner. 172 Stella. 173 Stevenville. 174 Stouffville. 175 Sturgeon Falls. 176 Sunderland. 177 Sutton West. 178 Tamworth. 179 Tara. 180 Tavistock. 181 Teeswater. 182 Thamesforo. 183 Thamesville. 184 Thornbury. 185 Thorndale. 186 Thornton. 187 Tilbury. 188 Tiverton. 189 Tottenham. 190 Wales. 191 Warkworth. 192 Wellington. 193 West Lorne. 194 Westmeath. 195 Westport. 196 Westport (R.C.S.S.). 197 Wheatley. 198 Winona. 199 Wolfe Island. 200 Woodville. 201 Wroxeter. 1 Totals, 1925. 2 Totals, 1924. 3 Increases. 4 Decreases.	434 00 867 81 918 878 00 849 29 444 40 884 93 1,813 78 867 02 883 78 903 19 894 20 911 45 911 55 680 22 821 15 914 04 903 05 419 05 971 25 784 90 898 95 425 69 907 71 1,098 03 868 80 450 44 885 84 837 73 892 70 460 65 377 73 883 64 868 85 184,385 46 180,016 27 4,369 19	3434 00 2,252 14 1,829 23 895 17 4,296 23 2,116 65 504 96 2,366 20 2,059 79 2,811 53 2,046 56 1,813 85 3,453 25 1,482 71 1,629 09 4,155 09 14,197 07 419 05 1,820 61 2,887 76 2,217 14 425 69 3,475 15 2,316 53 2,038 28 527 70	850 00 952 58 400 00 500 00 200 00 1,006 78 1,479 55 3,236 90 1,200 00 2,000 00 772 68 2,010 01 3,018 63 1,353 02 	15,000 00 678 58 784 67 144,918 14 190,108 62 45,190 48	286 89 1,600 44 1,122 3 2,828 83 747 83 1,349 44 610 53 830 16 745 42 3,282 28 58 80 1,795 79 2,647 12 231 21 10,069 00 104 40 2,690 49 2,691 89 3,222 58 1,330 23 253 05 462 98 77 60 3,441 52 123 67 1,304 12 80 08 2,067 83 742 35 267,193 83 194,211 40 72,982 43	9 2,058 35 4,049 37 5,092 32 6,529 49 4,015 16 7,023 69 3,776 47 2,828 63 4,809 16 1 22,138 49 6,261 96 5,688 99 7 00 3,772 24 7,315 77 10,030 55 3,747 16 12,519 24 6,359 06 19,471 57 4,944 56 7,664 44 5,002 89 4,152 71 2,410 35 5,667 67 12,608 28 5,539 21 1,700 00 4,124 78 4,529 78
5 Percentages	14.46	21.09	25.33	11.36	20.95	

Cost per pupil, enrolled attendance: \$110.81.

SCHOOLS (Continued)

CIAL STATEMENT (Concluded)

			Expendi	ture		
	Teachers' Salaries	Buildings, Sites, and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc typewriters, drawing models and equipment for physical culture	School books, station- ery, fuel, examinations and other expenses	Total Expenditure
166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 197 198 199 200 201	1,650 00 1,700 00 3,000 00 3,340 00 2,20) 00 4,520 00 2,740 00 1,200 00 3,746 00 3,500 00 3,940 00 3,930 00 3,930 00 2,980 00 4,250 00 2,650 00 2,650 00 2,650 00 3,347 19 5,261 40 3,000 00 1,370 00 3,410 00 2,895 44 3,400 00 1,500 00 4,760 00 3,285 00 2,400 00 3,285 00 2,400 00 5,618 72 1,488 96 1,287 02 3,017 75 3,000 00	\$ c. 143 00 	\$ c. 70 00	\$ c. 91 06	\$ c. 104 29 2,342 85 700 85 2,845 63 286 42 1,371 04 847 93 296 38 674 97 6,080 08 2,865 43 814 00 3,291 15 658 80 2,402 70 1,608 23 473 1,020 73 15,075 90 1,654 19 879 64 1,891 00 529 40 217 49 724 27 7,513 65 1,627 61 348 86 343 25 797 14 1,779 55 664 94 130 31 4,406 57 340 32	\$ c. 2,058 35 4,042 85 3,932 17 6,529 49 2,645 35 6,034 00 3,746 56 1,641 37 4,809 16 20,699 38 6,131 01 5,035 80 7,471 15 3,772 24 5,775 35 5,858 23 3,610 85 10,726 89 6,359 06 19,471 57 3,024 19 4,589 66 5,002 89 4,152 71 1,826 86 5,667 67 10,913 68 5,667 67 10,913 68 5,539 21 1,700 00 4,124 78 3,317 14 7,535 21 2,365 71 1,499 93 7,863 92 3,556 16
1 2	595,629 01 590,084 58	207,377 72 264,893 00	9,908 81 12,018 91	26,266 15 31,511 04	262,672 61 197,777 13	1,101,854 30 1,096,284 66
3 4	5,544 43	57,515 28	2,110 10	5,244 89	64,895 48	5,569 64
5	54 05	18.82	.90	2.38	23.84	

CONTINUATION

II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

		II.	LYRI	Æ 1—S	СНОО	LS UN	DER F	OBLIG	C SCHO	OOL
									Valu	ie of
	Pub-							ıre	not	
Continuation Schools	rate rd			Maps	70	ία		Equipment for Physical Culture	- 1	or
	un epa Boa		ic tus	Ma	dels	Typewriters	cal	nent 11 C	Gymnasium, including Equipment	ium
	or S	ary	ntif	rts, Glo	Mo	ewi	ogic	iipn sica	nna udir ipn	larii bari
	Schools under lic or Separate School Board	Library	Scientific Apparatus	Charts, Ma and Globes	Art Models	Тур	Biological Specimens	Equ	Gymnasium including Equipment	Aquarium Herbarium
1 A		\$ 305	\$	\$ 78	\$ 57	\$ 140	\$ 56	\$ 46	\$	\$
1 Acton	1 1	395 325	678 442	120	54		74	46 57		
3 Ailsa Craig	1 1	291 336	508 454	53 56	37 55	60	64	65		
5 Arkona	1	269	279	81	46		57	9		
6 Ayr	i	435 329	370 444	83 104	56		44 64	15 57		
8 Bath 9 Beachburg	1 1	328 351	253 447	81 129	37 49		56 23	47		
10 Beaverton	1	506	762	111	48	110	92	72		
11 Beeton	1 1	276 478	319 619	78 55	34 44		62 53	8		
13 Blackstock	1 1	146 329	303 578	66 44	61		28 52	31 16		
15 Blind River	1	522	575	73	59		61	59		
16 Blyth	1 1	555 314	452 315	99	92 44		68 52	12 23		
18 Bolton	1 1	386 364	329 297	94 44	50 29		62 56	64		
20 Bowesville	1	231	192	81	41		32	8		
21 Brooklin	1 1	165 344	207 560	61 68	33 57		34 73	30		
23 Bruce Mines	1 1	236 485	461 402	80 103	48 53		67 61	41 128		
25 Burk's Falls	1	365	473	116	63		76	45		
26 Caledon	1 1	207 419	154 723	54 90	19 79		38 46	86		5
28 Capreol	1	160	240	46	45		35			
29 Cardinal	1 1	333	359 428	65 95	54 34		79 65	30		
31 Chalk River	1 1	76 445	95 328	48 104	27 64		46	16		
33 Claremont	1	293	490	111	54	100	39	24	1	
34 Clifford	1 1	490 197	359 192	90 72	58 40	100	69 69	15		
36 Cochrane		360 440	429 552	51 95	59 62		54 60	49		
38 Comber	1	182	236	47	35		56	43		
39 Coniston		225	362 89	73 68	32 30		74	3		
41 Cookstown	1	388	776	39 37	60		63	9		
42 Cooksville	1 -	111 372	82 401	42	27 62		56 69	48 50		
44 Delaware		370	417 621	71 95	50		59 46	20		20
46 Delta	1	23	196	64	16					
47 Denbigh		147 182	164 258	45 91			36 47	23 19		18
49 Drayton	1	507 331	555 535	139 44	71		55 55	18		
50 Dresden	1	293	475	103	72		38	20		
52 Dryden		704	821 5	91 25			77 33	63		
54 Eganville	1	834	401	92	63		48	36		
55 Eganville (R.C.S.S.). 56 Elgin	1 1	617	532 66	109 125	22					

BOARD, VALUE OF EQUIPMENT, ETC.

Equipn	nent	Religi	ious and	dothe	er Exe	rcises			Dest	ination	of P	upils		
Pictures	Total Value of General Equipment	Schools in which the Bible or Selections therefrom are used	Schools in which Passages are Memorized	Schools Opened with Prayer	Schools Closed with Prayer	Commencement Exercises	Commerce	Agriculture	The Trades	Colleges and Universities, including the Law School	Normal and Model Schools	Other Schools	Other Occupations	Without
1 16 2	1,072 983 1,030 749 1,019 1,055 755 1,046 1,921 1,290 574 1,080 1,349 1,296 809 931 1,247 1,172 472 1,675 526 920 1,083 246 1,021 1,201 1						3 1 1 2 2 1 1	1 1 3 12 5 5 3 3 3 1 2 2 13 3 12 2 3 3 12 2 3 3 12 2 3 3 3 3		2 2	3 1 1 3 3 1 1 1 3 3 1 1 1 1 3 3 1 1 1 1	77 76 67 76 22 11 4 77 11 66 13 3 3 4 5 10 1	23 3 4 4 3 3 5 5 3 3 1 2 2 2 3 3 4 1 2 2 2 3 3 4 1 1 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 3 1 1 2 4 1 2 5
39 40 41 5		1		1 1			4		i	1	4	11	1 5	5
42 43 44 .34 45 47 .3 48 49 51 .20 52 54 .90 55 .29	1,199 299 431 662 1,345 1,062 1,021 1,825 151 1,564	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2.	1	3	24422	1 1 2 10 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1	66 22 99 11 22 13 13 13	1 4 2 8 2 1

CONTINUATION II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

		11.	TABL	D 1 - 5		<u></u>	DEK 1	OBLIG	Journ	
									Val	ue of
Continuation Schools	Schools under Pub- lic or Separate School Board	Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including Equipment	Aquarium or Herbarium
57 Elmvale 58 Embro 59 Emo 60 Ennismore 61 Erin 62 Espanola 63 Fairbank 64 Fenelon Falls 65 Fenwick 66 Feversham 67 Fingal 68 Florence 69 Fordwich 70 Frankford 71 Gore Bay 72 Grand Valley 73 Haliburton 74 Hallville 75 Harrow 76 Havelock 77 Hensall 78 Hepworth 79 Highgate 80 Holstein 81 Honeywood 81 Honeywood 82 Ilderton 83 Inglewood 84 Iroquois Falls 85 Islington 86 Janetville 87 Jarvis 88 Jockvale 89 Kars 90 Keewatin 91 Kenmore 92 Kinburn 93 Kinmount 94 Kirkland Lake 95 Lambeth 96 Lanark 97 Lansdowne 98 Laurel 99 Lefroy 100 Lion's Head 101 Little Britain 102 Little Current 103 Long Branch 104 Lucknow 105 Lynden 106 Lyndhurst 107 Malakoff 108 Mallorytown 109 Manitotick 111 Marmora 112 Massey		\$ 420 267 307 3788 360 508 3488 400 326 2122 574 216 396 352 440 155 366 325 505 227 236 438 284 110 274 212 368 296 149 355 185 340 355 185 355 185 366 375 375 375 375 375 375 375 375 375 375	\$ 531 205 432 342 352 462 462 496 143 601 240 323 384 5455 571 269 474 813 459 525 323 456 422 350 327 384 456 113 99 243 334 299 632 2809 970	\$ 62 75 84 88 84 44 110 120 76 66 82 78 192 80 60 98 41 179 117 50 54 90 54 91 117 50 54 91 117 2266 78 58 192 28 65 58 192 30 41 117 30 30 41 41 41 41 41 41 41 41 41 41	\$ 105 200 277 466 577 477 1311 62 556 522 455 488 577 300 244 466 511 322 358 342 446 542 223 39 40 442 19 20 51 33 588 577 571 40 58 58 58 58 58 58 58 58 58 58 58 58 58	300	\$ 63 266 399 488 500 1002 1100 533 466 511 537 422 722 488 622 377 644 488 347 457 811 767 818 768 834 448 834 834 834 834 834 83	\$ 86 14 58 65 40 38 11 17 14 4 95 101 122 23 32 40 142 23 24 15 15 16 17 17 22 24 17 22 24 17 22 24 24 25 26 27 27 28 28 28 29 20 20 20 20 20 20 20 20 20 20 20 20 20	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	9

BOARD, VALUE OF EQUIPMENT, ETC. (Continued)

Equipment	Religious and other Exercises Destination of Pupils												
Pictures Total Value of General Equipment	Schools in which the Bible or Selections therefrom are used	Schools in which Passages are Memorized	Schools Opened with Prayer	Schools Closed with Prayer	Commencement Exercises	Commerce	Agriculture	The Trades	Colleges and Universities, including the Law School	Normal and Model Schools	Other Schools	Other Occupations	Without
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$			111111111111111111111111111111111111111			77	1 5 5 5 100 1 1 1 1 5 5 5 5 5 5 5 5 5 5	1 1 2 2 2 2 1 1 1 4 4 1 1 1 1 1 1 1 1 1	2 4 1 1 2 2 1 1 1 1 5 5 5 5 5 5 5 5 5 6 1 1 1 1 1 1	1	5 3 3 5 5 2 2 7 7 4 2 2 2 1 2 6 6 6 5 3 3 8 3 1 1 3 3 6 6 3 7 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1 6 1 3 3 3 6 3 3 4 4 4 6 6 2 2 2 4 4 8 8 3	6

CONTINUATION

II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

	11.	TAB	LE I—	SCHOC	DLS UN	IDER I	PUBLIC	G SCH	OOL
								Val	ue of
Continuation Schools Schools nuder Pub-	Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including Equipment	Aquarium or Herbarium
113 Maxville	\$ 377 419 456 271 445 658 379 241 162 249 417 466 240 256 216 365 342 183 396 388 466 365 342 183 399 308 466 321 452 422 179 602 339 424 466 316 3253 439 363 193 325 398 436 100 331 154 594 337 548	\$ 667 497 549 335 453 385 550 621 487 114 481 1112 271 1103 454 381 1155 345 427 147 434 64 500 537 443 806 592 611 353 547 563 348 643 268 490 729 331 464 649 649 669 533 530 669 669 585 590 669 669 669 669 669 669 669 669 669 6	\$ 38 83 50 57 187 159 65 54 29 102 62 93 106 43 63 76 72 69 91 121 45 51 71 105 116 65 128 93 17 150 116 65 128 93 17 150 166 17 180 17 180 180 180 180 180 180 180 180 180 180	\$ 66 266 588 41 744 655 300 23 48 32 588 45 36 36 30 50 50 51 54 41 32 73 41 32 73 41 32 73 41 32 58 58 59 42 59 42 59 42 59 43 59 44 59 44 59 45 59 46 59 47 59 47 59 59 59 59 59 59 59 59 59 59 59 59 59	60	\$ 64 129 49 56 55 70 89 63 90 70 30 51 74 37 52 43 52 52 18 107 53 71 53 71 53 71 54 62 57 83 83 83 83 83 83 83 83 83 84 84 84 85 86 86 87 87 87 88 88 88 88 88 88 88 88 88 88	28 12 9 95 48	1,000	3 3

BOARD, VALUE OF EQUIPMENT, ETC. (Continued)

Equipment	Religion	us and	lothe	r Exe									
Pictures Total Value of General Equipment	Schools in which the Bible or Selections therefrom are used	Schools in which Passages are Memorized	Schools Opened with Prayer	Schools Closed with Prayer	Commencement Exercises	Commerce	Agriculture	The Trades	Colleges and Universities including the Law School	Normal and Model Schools	Other Schools	Other Occupations	Without Occupation
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$				1		3 1 2 4 7 4 1 2 2 3 4 1 1 2 2 2 3 3 1 2 1 1 2 2 2 3 1 1 1 2 2 1 1 1 1 2 1 1 1 1	3 1 2	3	2	5 1 1 3 3 3 3 4 4 2 2 1 4 4 4 2 2 2 2 1 3 5 2 2 2 1 1 5 2 2 2 3 3 3 4 5 2 3 5 2 3 5 2 3 3 5 3 5 2 3 3 5 3 5 3	8 2 1 1 2 2 4 4 17 12 2 2 2 2 4 8 8 7 7 5 5 3 3 3 4 4 7 7 5 5 11 1 8 8 4 4 17 2 100 5 5 11 1 8 8 3 8 8 8 8 7 7 7 6 6 6 6 6 6 6 6 6 6 6 6 6	3 2 1 4 3 3	3

CONTINUATION

II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

										Val	ue of
Con	tinuation Schools	Schools under Pub- lic or Separate School Board	Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including Equipment	Aquarium or Herbarium
170 S 171 S 172 S 173 S 174 S 175 S 176 S 177 S 178 T 179 T 180 T 181 T 182 T 183 T 184 T 185 T 188 T 190 W 191 W 192 W 193 W 195 W 197 W 198 W 197 W 198 W	Springfield. Springedale. Springedale. Springedale. Stayner Stella. Stevensville. Stouffville. Sturgeon Falls. Sunderland. Sutton West. Famworth. Fara Favistock. Feeswater Fhamesford. Fhamesville. Fhornbury. Fhorndale. Fhornton. Filbury. Fiverton. Fottenham. Wales. Warkworth. Wellington. West Lorne. Westmeath. Westport. Westport (R.C.S.S.) Wheatley. Winona. Wolfe Island. Woodville. Wroxeter. Fotals, 1925-1926. Fotals, 1924-1925. Fincreases. Decreases.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\$ 521 288 194 275 141 339 508 408 392 299 341 450 568 293 481 487 326 544 365 302 202 202 202 202 202 202 202 202 202	\$ 629 248 401 382 176 537 738 395 469 421 501 480 490 119 407 690 264 108 464 387 438 101 590 405 441 270 93 340 417 79,220 74,882 4,338	\$ 173 133 37 82 102 116 86 129 63 70 63 75 101 50 129 58 88 106 56 73 63 53 38 75 185 82 78 67 66 15,949 15,199 750	\$79 577 622 28 500 300 599 43 29 355 600 48 46 49 70 711 47 611 933 28 68 40 67 433 560 65 45 28 53 52 9,467 9,269 198	1,170 1,454	\$108 699 711 777 738 544 577 733 455 740 999 522 355 688 726 655 688 727 655 888 711 588 359 99 11,192	\$ 200 577 188 518 518 519 677 700 133 14 	1,100 10,164 9,064	14 14 115 84
5 F	Percentages	91.54	34.12	41.31	8.32	4.94	. 61	5.83	2.82	.57	.06

BOARD, VALUE OF EQUIPMENT, ETC. (Concluded)

Equipment	Religio	ous and	l Other	Exerc	ises	Destination of Pupils							
Pictures Total Value of General Equipment	Schools in which the Bible or Selections therefrom are used	Schools in which Passages are Memorized	Schools Opened with Prayer	Schools Closed with Prayer	Commencement Exercises	Commerce	Agriculture	les	Colleges and Universities including the Law School	Normal and Model Schools	Other Schools	Other Occupations	Without Occupation
\$ 169. 104 1,634 170 27 879 171 772 172 877 173 540 174 1,166 175 1,539 176 50 1,092 177 5 1,002 178 915 179 1,017 180 15 1,125 181 1,367 182 624 183 25 1,165 184 1,420 185 25 799 186 299 187 1,086 188 9 851 189 1,265 190 12 503 191 10 1,352 192 955 193 974 194 636 195 996 196 90 1,044 197 5 986 198 715 199 323 200 824 201 981	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		11 11 11 11 11 11 11 11 11 11 11 11 11	1		1 2 4 4 5 2 2 1 1 1 1 1 2 5 5 4 1 2 2 1 1 4 4 2 1 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1	7 2 5 11 4 55 7 3 4 16 2 8 8 5 13 1 1 1 2 7 7 3 3 4 4 4 4 4 3 3 4 4 4 4 6 6 6 7 7 8 7 8 8 8 8 8 8 8 8 8 8 8 8 8	1 1 3 3 2 2 2 6 1 1 1 1 1 1	1 4 4 4	3 5 3 1 2 6 6 2 4 6 3 3 6	4 4 4 3 2 6 8 9 9 9 14 6 7 7 6 8 8 5 12 14 5 14 15 15 11 15 15 16 17 17 17 17 17 17 17 17 17 17 17 17 17	3 4 4 2 2 4 6 6 7 1 1 2 3 1 2 3 1 2 2 3 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1	1 2 2 1 1 4 4 3 2 2 8 2 1 6 6 2 1 3 3 2 2 3 3 3
1 2,704 191,762 2 2,565 189,589	162 152	6	200 197	23 25	57 61	273 223	741 619	133 112	95 95	325 340	993 699	566 368	444 355
3 139 2,173 4	10		3	2	4	50	122	21		15	294	198	89
5 1.41	80.60	2.99	99.50	11.44	28.36	7.65	20.76	3.72	2.66	9.10	27.81	15.85	12.44

CONTINUATION III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

	III. TABLE J-							PUPI	ILS	IN TH	IE SC	HOOL	LS
		At	tenda	nce	,		Numb Pupils	er of			Num ipils f	ber of rom—	
Continuation Schools	Number of Pupils on the Roll for the Year	Boys	Girls	Average Daily Attendance	Number Admitted for the First Time to a Second'y Sch.	Lower School, Form I	Lower School, Form II	Middle School	Upper School	Sch. Sec. or Sect'ns forming the Cont'n School District	County Outside Con. Sch. District	Adjacent County or Counties	Other Places
1 Acton. 2 Agincourt. 3 Ailsa Craig. 4 Alvinston. 5 Arkona. 6 Ayr. 7 Bancroft. 8 Bath. 9 Beachburg. 10 Beaverton. 11 Beeton. 12 Belmont. 13 Blackstock. 14 Blenheim. 15 Blind River. 16 Blyth. 17 Bobcaygeon. 18 Bolton. 19 Bothwell. 20 Bowesville. 21 Brooklin. 22 Brownsville. 23 Bruce Mines. 24 Brussels. 25 Burk's Falls. 26 Caledon. 27 Cannington. 28 Capreol. 29 Cardinal. 30 Carp. 31 Chalk River. 32 Chatsworth. 33 Claremont. 34 Clifford. 35 Cobden. 36 Cochrane. 37 Coldwater. 38 Comber. 39 Coniston. 40 Consecon. 41 Cookstown. 42 Cooksville. 43 Creemore. 44 Delaware. 45 Delhi. 46 Delta 47 Denbigh. 48 Dorchester. 49 Drayton. 50 Dresden. 51 Drumbo. 52 Dryden. 53 Edgar. 54 Eganville (RCSS) 56 Elgin.	90 38 59 54 57 31 71 102 50 71 30 138 51 50 41 38 67 52 26 66 22 50 90 111 52 46 31 41 41 41 41 41 41 41 41 41 4	31 17 26 41 13 20 31 12 26 46 13 24 10 56 11 16 22 20 18 2 15 15 12 27 7 29 10 13 32 5 22 12 16 19 14 23 9 17 4 24 24 10 28 14 28 6 4 14 37 12 19 5 18 27 12	59 21 33 43 6 42 6 19 45 56 37 47 20 82 40 43 21 23 3 3 5 26 40 27 12 37 27 22 21 8 22 41 41 22 41 41 41 41 41 41 41 41 41 41 41 41 41	71 34 50 68 16 49 37, 26 60 76 47, 108 43 38 49 57, 32 34 61 27 108 43 39 32 34 61 45 22 58 18 10 43 38 49 40 40 40 40 40 40 40 40 40 40	34 11 22 33 6 14 15 3 25 24 22 25 3 69 16 13 23 20 16 14 26 12 13 25 27 5 24 11 11 11 11 11 11 11 11 11 11 11 11 11	38 111 244 311 6 16 144 23 5 69 16 14 14 24 27 18 12 16 17 15 19 12 12 6 20 11 14 14 25 36 10 12 7 12 15 13	24 14 18 21 13 16 17 11 22 26 19 24 10 31 14 15 14 18 22 13 11 10 15 27 6 9 12 14 14 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	38 22 22 21 5 30 15 11 10 23 16 30 19 23 16 19 23 16 19 23 16 19 23 16 19 23 16 19 23 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	14	54 23 20 21 10 49 33 30 58 16 31 8 58 47 18 43 29 22 5 16 25 30 66 31 33 36 22 40 40 23 16 35 55 27 23 27 23 27 23 27 23 27 27 27 27 27 27 27 27 27 27 27 27 27	23 14 39 38 7 22 22 23 80 29 26 21 22 20 33 32 10 32 10 52 10 13 13 13 13 30 10 52 10 10 10 10 10 10 10 10 10 10	2	4

SCHOOLS (Continued)
AND IN THE VARIOUS SUBJECTS, ETC.

N	Number He	of Pupil	s fro	m Fami	lies who		,	No. of	Pupils i	n the Va	arious S	ubjects
Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History
1 4 3 4 66 5 16 6 7 19 8 9 10 18 11 16 12 9 13 2 14 14 15 10 16 6 17 10 18 12 20 2 22 2 23 22 24 12 25 26 5 27 11 29 30 60 31 3 24 12 25 26 5 27 11 29 30 60 31 3 32 34 9 33 33 34 9 33 34 9 33 34 9 33 34 9 33 34 9 33 34 9 33 34 9 33 34 9 33 34 9 35 36 22 37 11 28 12 29 30 60 31 3 32 44 45 55 55 55 55 55 55 55 55 55 55 55 55 5	38 58 144 28 28 29 20 21 31 34 42 17 5 39 26 11 15 33 35 35 35 35 35 35 35 35 35 35 35 35	1		7	5 2 1 4 48 14 2	1 4 10 1 20	1 4 2 2 1 1 1 1 1 3 7 7 2 2 1 1 1 1 3 3 2 2 1 1 1 1 1 1 1 1 1 1	18 12 20	89 38 59 84 199 54 57 311 69 94 49 50 54 70 411 38 67 52 26 30 90 111 52 46 46 31 41 48 31 35 69 94 40 41 50 50 90 41 50 50 90 41 50 50 90 41 50 60 90 40 40 40 40 40 40 40 40 40 4	900 388 599 844 199 547 311 699 933 500 411 388 499 413 500 411 522 546 466 311 418 428 430 431 431 431 431 432 433 434 434 435 436 437 437 438 438 439 430 431 431 432 433 434 435 436 437 437 438 438 439 430 431 431 432 433 434 435 436 437 437 438 438 439 439 430 430 431 431 432 433 434 435 436 437 437 438 437 438 438 439 430 430 430 430 430 430 430 430	15 25 36 9	17 12 14 16 12 15 17 13 27 7 14 14 14 24 11 21 18 10 11 1 9 8 7 4 4 12 11 18 19 18 19 18 19 18 19 18 19 18 19 17 16 18 18 18 19 17 16 17 16

CONTINUATION

III. TABLE J-ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the Various Subjects (Continued)													
Continuation Schools	Ancient History	Geography	Physiography	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Latin				
1 Acton 2 Agincourt 3 Ailsa Craig 4 Alvinston 5 Arkona 6 Ayr 7 Bancroft 8 Bath 9 Beachburg 10 Beaverton 11 Beeton 12 Belmont 13 Blackstock 14 Blenheim 15 Blind River 16 Blyth 17 Bobcaygeon 18 Bolton 19 Bothwell 20 Bowesville 21 Brooklin 22 Brownsville 23 Bruce Mines 24 Brussels 25 Burk's Falls 26 Caledon 27 Cannington 28 Capreol 29 Cardinal 30 Carp 31 Chalk River 32 Chatsworth 33 Claremont 34 Clifford 35 Cobden 36 Cochrane 37 Coldwater 38 Comber 39 Coniston 40 Consecon 41 Cookstown 42 Cooksville 43 Creemore 44 Delaware 45 Delhi 46 Delta 47 Denbigh 48 Dorchester 49 Drayton 50 Dresden 51 Drumbo 52 Dryden 53 Eganville 55 Eganville (R.C.S.S.) 56 Elgin	10	244 233 300 2 155 133 4 4 243 233 500 507 177 133 244 240 200 177 14	14 22	20 14 20 24 13 15 16 12 18 26 20 26 10 31 13 3 15 18 11 4 4 9 13 13 15 18 10 10 10 10 10 10 10 10 10 10	544 111 34 422 6 311 28 9 32 45 30 30 17 96 34 42 25 24 44 42 25 21 131 131 10 12 12 131 131 131 144 25 22 17 23 29 21 18 8 19 19 10 10 10 10 10 10 10 10 10 10 10 10 10	37 13 35 10 24 46 6 8 8 1 25 14 16 16 16 18 9 9 17 5 8 8 17 5 8 8 17 17 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19	15	65 25 59 68 19 33 40 20 44 66 46 45 21 103 41 103 41 25 52 35 57 37 26 47 22 34 67 10 47 29 35 40 20 41 41 41 41 41 41 41 41 41 41	65 199 277 399 488 422 988 404 423 244 433 298 443 438 573 488 223 311 224 300 311 224 325 321 321 321 321 321 321 321 321				

AND IN THE VARIOUS SUBJECTS, ETC. (Continued)

Number of Pupils in the Various Subjects (Continued)													
Zoology Botany Chemistry Physics Bookkeeping Stenography Typewriting	Art Physical Culture	Agriculture	Household Science										
1 36 14 12	35 13 25 56 8	90 38 59 84 19 54 56 31 71 95 50 71 29 38 51 50 50 51 71 41 41 55 50 41 41 41 55 50 67 52 26 66 66 22 50 90 11 11 12 13 13 13 13 13 13 13 13 13 13											

CONTINUATION III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

		111.	TAB	CE J	-ATTE			PUPII	7.5			НОС	
		Atte	endanc	e			Numbe Pupils			Pu	umb oils fi		-
Continuation Schools	Number of Pupils on the Roll for the Year	Boys	Girls	Average Daily Attendance	Number Admitted for the First Time to a Second'y Sch.	Lower School, Form I	Lower School, Form II	Middle School	Upper School	Sch. Sec. or Sect'ns forming the Cont'n School District	County Outside Con. Sch. District	Adjacent County or Counties	Other Places
57 Elmvale	59 27 41 45 53 54 83 52 11 11 21 38 77 78 68 89 47 55 56 68 39 47 58 47 58 59 47 58 69 49 47 58 69 69 69 69 69 69 69 69 69 69	18 9 13 19 20 28 49 37 19 5 14 10 6 31 1 32 2 22 19 9 18 21 30 12 2 2 2 2 2 2 2 2 2 19 9 18 21 30 12 2 2 2 2 2 2 2 2 1 2 2 2 3 1 2 7 2 3 2 2 2 2 2 2 1 6 6 2 3 3 10 0 2 6 2 5 1 5 1 5 5 1 1 5 5 1 1 5 1 5 1 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1 5 1 1 5 1	41 188 286 33 266 456 33 66 27 111 22 466 366 47 9 31 24 30 9 33 188 7 21 26 28 22 27 43 10 25 27 43 10 27 43 46 47 47 48 48 48 48 48 48 48 48 48 48	488 255 33 36 43 444 800 411 100 355 61 568 684 411 455 336 439 447 300 111 444 155 349 444 555 144 112 200 266 344 252 788 311 366 24 11 12 200 266 344 555 788 318 366 367 78 552	133 98 133 211 222 655 188 222 166 610 155 211 23 77 188 100 111 112 133 233 177 9 166 244 144 199 447 199 199 155 66 121 133 144 149 159 169 179 189 189 189 189 189 189 189 189 189 18	15 9 15 19 19 10 28 24 23 7 19 10 28 24 23 7 19 10 11 11 12 14 24 25 17 17 16 27 15 19 19 19 19 10 11 11 11 12 14 15 16 17 17 18 19 19 19 19 19 19 19 19 19 19	19 188 16 12 13 155 20 288 188 19 24 6 12 23 6 14 4 9 16 6 12 23 16 14 4 9 16 7 12 17 19 17 19 17 19 17 19 17 19 17 19 17 19 17 19 17 19 18 16 17 19 17 19 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19	25		26 88 21 37 23 50 83 49 41 44 41 10 42 25 45 15 16 40 40 56 35 22 25 17 18 66 65 59 99 11 11 15 59 99 11 12 13 14 15 16 16 16 16 16 16 16 16 16 16	333 177 	2	20

AND IN THE VARIOUS SUBJECTS, ETC. (Continued)

	N	Number	of Pup	ils fro	om Fam	ilies wh		ntinu					
			Head is	occi	ipied as	below			No. of	Pupils in	n the Va	rious S	ubjects
	Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History
57 58 59 60 61 62 63 64 65 66 67 77 78 79 80 81 82 83 84 85 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 106 107 106 107 106 107 107 108 108 108 108 108 108 108 108	5 1 8 8 4 4 9 144 155 3 1 1 4 17 122 4 17 12 2 1 1 4 6 8 8 4 4 6 11 2 2 4 4 5 5 7 7 9 9 1 1 1 4 3 3 1 1 5 5 48 8 16 6 10 2 2 4 4 4 9 9 6 9 6 9	33 17 19 40 35 7 26 19 33 45 59 34 40 35 35 35 35 35 36 49 40 21 33 49 49 21 31 80 42 42 42 43 43 43 43 43 43 43 43 43 43	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 3 3	7 1 1 1 2 6 6 19 588 11 6 3 8 4 15 1 8 5 5 18 3 3 5 6 20 8 1 7 4 4 9 4 5 3 3 6 7 6 6 3 3 5 2 2 2 1 2 2 1 2	8 3 6 3 8 14 3 8 14 6 6 2 2 3 3 1 1 1 1 1 9 4 3 3 4 8 6 6 7 7 3 3 3 1 12 16 16	4 3 6 3 3 6 11 6 13 2 2 11 6 7 7 6 6 7 7 6 4 4 10 10 5 4 4 4 3 .	2 1 4 2 2 1 3 1 3 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1	17 15 15 15 15 15 16 17 18	54 41 38 53 48 83 52 111 38 77 68 79 17 55 56 48 52 111 55 60 60 64 49 42 52 64 43 44 41 41 42 43 44 44 45 46 47 47 48 48 48 48 48 48 48 48 48 48	544 27 411 43 533 544 83 52 111 388 79 17 555 568 852 111 555 600 544 666 49 49 49 72 22 52 14 25 30 30 47 47 33 47 47 47 48 49 49 49 49 49 49 49 49 49 49 49 49 49	15 14 15 19 19 19 65 21 26 6 6 13 10 12 28 8 14 15 15 23 24 7 7 19 10 11 11 12 14 4 5 5 17 7 9 16 25 27 24 4 18 19 19 10 10 11 10 10 10 10 10 10 10 10 10 10	108 12 14 2 17 87

CONTINUATION III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

	N	umber	of Pupil	s in the	Variou	s Subje	cts (Co	ntinued	1)
Continuation Schools	Ancient History	Geography	Physiography	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Latin
57 Elmvale. 58 Embro. 59 Emo. 60 Ennismore. 61 Erin. 62 Espanola. 63 Fairbank. 64 Fenelon Falls. 65 Fenwick. 66 Feversham. 67 Fingal. 68 Florence. 69 Fordwich. 70 Frankford. 71 Gore Bay. 72 Grand Valley. 73 Haliburton. 74 Hallville. 75 Harrow. 76 Havelock. 77 Hensall. 78 Hepworth. 79 Highgate. 80 Holstein. 81 Honeywood. 82 Ilderton. 83 Inglewood. 84 Iroquois Falls. 85 Islington. 86 Janetville. 87 Jarvis. 88 Jockvale. 88 Kars. 90 Keewatin. 91 Kenmore. 92 Kinburn. 93 Kinmount. 94 Kirkland Lake. 95 Lambeth. 96 Lanark. 97 Lansdowne. 98 Laurel. 99 Lefroy. 100 Lion's Head. 101 Little Britain. 102 Little Current. 103 Long Branch. 104 Lucknow. 105 Lynden. 106 Manlorytown. 107 Malakoff. 108 Mallorytown. 109 Manitowaning. 110 Manotick. 111 Marmora. 112 Massey.	14 9 13 14 9 9 13 14 9 9 10 8 17 25 19 24 4 19 7 5 19 6 11 9 13 15 15 15 33 8 13 20 12 13 10 7 33 6 14 4 6 5 6 6 13 12 14 14	12 11 12 13 18 18 65 19 22 6 13 3 8 11 28 25 23 7 18 11 11 12 14 36 24 15 17 9 16 16 16 17 19 19 19 19 19 19 19 19 19 19	188 177 155 12 13 155 20 207 18 4 14 11 10 20 18 8 24 4 13 23 16 6 14 4 11 17 7 5 12 19 10 8 8 15 8 14 14 13 20 6 6 12 15 19 19 3 27 38 12 12 15 19 11 11 5 12 22 15 5 19 9 9 1 11 11 5 12 22 6	19 17 18 12 15 16 20 32 220 5 15 11 11 21 18 24 4 17 23 16 14 4 9 16 5 13 19 26 6 10 8 8 16 8 16 17 17 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19	40 27 19 23 29 32 74 44 43 22 23 59 36 6 22 23 59 35 12 35 23 27 7 34 22 21 21 25 34 42 21 21 25 36 40 40 40 40 40 40 40 40 40 40	32 20 36 20 22 20 3 16 10 28 36	1 4	40 26 28 25 37 37 94 51 43 10 27 21 21 58 49 47 36 36 11 42 36 52 34 13 37 17 48 49 84 84 84 94 84 84 84 84 84 84 84 84 84 8	40 255 30 24 42 33 371 58 36 100 26 57 45 56 10 25 40 33 39 111 34 37 37 16 27 33 47 47 33 40 26 40 40 42 29 25 24 40 40 40 40 40 40 40 40 40 40 40 40 40

	Num	ber of P	upils in	the Vario	ous Subje	cts (Con	tinued)			
Zoology	Botany	Chemistry	Physics	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Agriculture	Household Science
57 58 27 59 24 60 61 32 62 15 63 20 64 65 38 66 11 67 70 20 71 18 72 24 73 74 23 75 23 76 16 77 14 78 11 79 80 27 81 82 83 84 82 84 85 87 19 80 87 81 89 90 91 92 93 94 91 92 93 94 91 92 93 94 91 92 93 94 95 30 94 91 97 98 11 103 128 99 21 100 11 101 11 102 11 103 21 104 21 105 106 107 108 11	30 26 20 65 27 27 29 25 24 11 15 23 23 33 35 41 17 17 10 11 11 12 13 14 17 10 11 11 11 11 12 13 14 15 16 17 18 18 18 18 18 18 18 18 18 18	133	15	9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		322	16 9 9 14 65 21 22 11 13 13 10 30 23 24 9 11 15 25 7 7 19 25 11 14 14 24 7 7 17 7 9 16 41 13 21 19 32	4 3 6 9 4 4 1 4 1 4 2	7, 7, 8, 14, 15, 16, 16, 16, 16, 16, 16, 16, 16, 16, 16	3

CONTINUATION

III TABLE I—ATTENDANCE PUPILS IN THE SCHOOLS

		III.	TAB	LE J	—ATT				LS	IN TH	E SC	ноо	LS
	A	Attenda	ance				Numbe Pupils	er of		Pur	umber		
Continuation Schools	Number of Pupils on the Roll for the Year	Boys	Girls	Average Daily Attendance	Number Admitted for the First Time to a Second'y Sch.	Lower School, Form I	Lower School, Form II	Middle School	Upper School	Sch. Sec. or Sect'ns forming the Cont'n School District	County Outside Con. Sch. District	Adjacent County or Counties	Other Places
113 Maxville	1166 655 822 566 444 688 33 200 225 444 45 117 300 111 500 37 449 43 33 188 74 72 72 33 34 18 111 15 111 111 111 111 111 111 111 1	14 25 44 4 122 6 8 8 15 16 6 6 8 8 7 2 16 16 10 10 10 10 10 10 10 10 10 10 10 10 10	22 44 4 19 11 53 44 11 13 3 44 44 4 2 2 4 4 1 1 1 3 3 2 2 2 4 4 1 1 1 3 3 3 2 2 2 3 3 3 2 2 3 3 3 2 2 3 3 3 2 2 3 3 3 3 2 2 3	54 644 433 434 7428 133 134 136 137 138 138 138 138 138 138 138 138	177 26 10 144 122 177 188 110 177 188 111 189 144 112 12 148 118 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 148 119 119 119 119 119 119 119 119 119 11	18 27 5 5 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	222 222 177 20 277 55 144 36 55 16 133 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	17 16 26 26 26 16 15 15 16 16 16 16 16 16 16 16 16 16 16 16 16	8	45 24 28 28 30 46 13 30 46 13 30 46 11 11 36 11 11 36 11 11 36 11 11 31 19 18 28 22 40 34 33 36 55 11 30 34 34 35 36 55 11 36 36 32 39 30 19 30	26 23 18 14 43 33 71 16 27 21 34 41 34 48 48 48 48 21 21 21 21 21 21 21 21 21 21 21 21 21	14	3

	N	umber He	of Pupi	ls fro	m Fam ed as be	ilies wh			Numb	per of P	upils in Subjects	the Va	rious
	Commerce	Agriculture .	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History
113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 151 153 154 155 156 167 168	21 6 3 9 3 8 12 5 7 2 1 1 1 1 9 2 1 0 6 6 4 1 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	63 49 64 28 34 45 38 27 14 18 29 10 27 30 30 33 13 26 28 11 27 30 30 33 13 44 42 16 55 7 34 42 17 18 18 18 18 18 18 18 18 18 18	8 1 1 2 2 2 4 1 1 1 1 3 2 3 3 1 1 5 2 2 1 1 3 2 2 1 1 5 2 2 1 1 3 2 2 1 1 5 2 2 2 1 1 5 2 2 2 1 1 5 2 2 2 1 1 5 2 2 2 1 1 5 2 2 2 1 1 5 2 2 2 1 1 5 2 2 2 1 1 5 2 2 2 1 1 5 5 2 2 2 1 1 5 5 2 2 2 1 1 5 5 2 2 2 1 1 5 5 2 2 2 1 1 5 5 2 2 2 1 1 5 5 2 2 2 1 1 5 5 2 2 2 1 1 5 5 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 1 1 5 5 2 2 2 2 2 2 1 1 5 5 2 2 2 2 2 2 1 1 5 5 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1 1 2 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6	6 4 2 111 2 17 4 2 2 5 5 5 4 3 6 6 2 2 3 5 5 7 7 3 12 8 8 14 10 8 12 5 5 4 11 9 9 3 7 7 6 14 2 2 5 5 5 4 7 7 1 5 5 1 7 2 2 10	4 4 10 4 10 11 22 7 4 3 3 15 6 6 22 14 4 3 3 3 8 1 11 14 4 4 15 1 1 1 3 6 1 1 1 1 3 6 1 1 1 1 3 6 1 1 1 1	1	2	24 22 22 22 22 22 3 3 9 15 7 14 21 10 10 15 5 7 5 8 6 6 9 15 7 7 14 9 15 15 15 15 15 15 15 15 15 15 15 15 15	116 655 82 56 44 68 84 33 19 25 44 60 45 17 30 11 50 37 44 49 33 18 74 12 72 37 81 11 49 33 75 26 62 74 73 33 17 17 17 17 17 17 17 17 17 17 17 17 17	116 655 822 56 444 688 844 333 188 255 444 600 455 177 301 1150 377 444 499 333 188 744 1111 499 333 755 622 744 731 745 745 745 745 745 745 745 745 745 745	32 18 33 31 15 23 31 14 12 14 9 6 17 8 12 13 10 13 24 13 10 13 24 14 30 40 16 20 12 46 18 8 42 10 10 12 12 14 18 18 18 18 18 18 18 18 18 18 18 18 18	32 211 18 211 155 13 111 16

CONTINUATION III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

	1					PUPILS		HE SCH	OOLS
Continuation Schools	Ancient History	Number		pu	,			itinued)	
	Ancient	Geography	Physiography	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Latin
113 Maxville. 114 Melbourne 115 Merlin. 116 Merrickville 117 Metcalfe. 118 Millbrook 119 Milverton. 120 Mindemoya. 121 Minden. 122 Minesing. 123 Mount Albert 124 Mount Brydges. 125 Mount Elgin. 126 Mount Pleasant. 127 Navan. 128 New Dundee. 129 New Hamburg. 130 North Augusta. 131 North Gower. 132 Odessa. 133 Oil Springs. 134 Onondaga. 135 Orono. 136 Otterville. 137 Paisley. 138 Pakenham. 139 Palmerston. 140 Pickering. 141 Plattsville. 142 Port Burwell. 143 Port Carling. 144 Port Credit. 145 Powassan. 146 Princeton. 147 Rainy River. 148 Richard's Landing. 149 Richmond. 150 Ridgeway. 151 Ripley. 152 Rockwood. 153 Rodney. 154 Russell. 155 St. George. 156 Schomberg. 157 Schrieber. 158 Scotland. 159 Scudder. 160 Seeley's Bay. 161 Selkirk. 162 Singhampton. 163 South Mountain. 165 South Porcupine. 166 South River. 167 Sparta. 168 Spencerville.	15 8 8 17 11 8 20 24 10 12 6 15 11 8 10 20 9 16 5 22 11 22 6 20 8	38 20 24 12 15 18 18 27 55 8 12 12 14 11 14 8 6 6 17 7 8 11 9 12 23 16 19 11 14 25 23 16 19 11 14 25 25 15 15 15 15 15 15 15 16 6 6 6 20 20	26 22 20 17 6 4 27 5 5 9 10 6 22 14 3 7 7 8 11 6 25 5 18 10 26 27 11 12 11 11 12 11 11 12 11 12 13 14 16 16 17 10 17 10 17 10 17 10 17 10 17 17 17 17 17 17 17 17 17 17 17 17 17	24 15 22 21 6 23 27 7 7 5 11 17 22 15 6 7 7 5 16 13 12 10 12 25 21 11 11 24 18 12 14 4 4 33 11 11 12 13 14 16 17 18 18 18 18 18 18 18 18 18 18	75 27 37 27 30 17 39 13 6 14 4 24 22 20 14 8 6 25 17 25 34 9 12 43 30 26 19 111 27 10 58 10 39 37 53 11 60 45 26 15 39 25 7 45 4 28 28 28 28 28 28 28 28 29 49	27 18 11 65 30 21 26 11 29 38 20 13 39 27 26 6 39 14 3 5 38 21 21 25 6 11 11 26 6 11 11 12 12 13 14 14 15 15 15 15 16 16 16 17 16 17 16 17 16 17 16 17 16 17 16 17 16 17 16 17 16 17 16 17 16 17 16 17 16 17 16 17 17 17 17 17 17 17 17 17 17 17 17 17		70 50 57 19 12 37 65 15 111 25 41 40 25 41 18 49 41 135 33 103 33 30 46 625 34 60 45 25 42 36 36 36 36 36 37 14 38 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 13 46 30 45 11 88 42	71 48 53 19 14 366 67 16 9 25 14 37 40 13 23 11 40 25 41 40 25 41 40 25 41 40 40 40 40 40 40 40 40 40 40 40 40 40

-]	Number of	of Pupils	in the \	/arious S	ubjects (Continue	ed)		
Zoology		Botany	Chemistry	Physics	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Agriculture	Household Science
130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158	24 38 38 20 17 6 6 20 26 5 5 11 16 13 9 8 18 23 21 10 27 18 18 10 20 45 32 45 45 10 10 10 10 10 10 10 10 10 10	7 20 24 27 22 23 25 18 15 58 21 33 38 17 35 31 17 31 17 17 17 17 17 17 17 17 17 17 17 17 17	17 14 6 8 3 16 23 3 17 14 10 10 11 18 13 16 16 16 16 16 16 16 16 16 16 16 16 16	222 3 18 20 7 8 8 8 8 10 11 10	3 1.33 3.33 3.33 3.33 3.33 3.33 3.33 3.			23 27 18 15 15 18 19 19 19 19	52 4. 2. 11. 5. 3. 7. 2. 2. 8. 8. 3. 7. 7. 8. 8. 5. 5. 5. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7.	33 34 41 11 22 33 56 66 33 44 11 11 11 14 46 60 01 17 77 17 77 17 77 17 77 77 77 77 77 77	

CONTINUATION

III. TABLE J-ATTENDANCE, PUPILS IN THE SCHOOLS

			A	ttenda	nce				ber of ls in—		N P	lumbe upils 1	r of	
	nuation nools	Number of Pupils on Roll for the Year	Boys	Girls	Average Daily Attendance	Number Admitted for the First Time to a Second'y Sch	wer School,	Lower School, Form II	Middle School	Upper School	Sch. Sec. or Sectins forming the Contin School District	ict	Adjacent County or Counties.	Other Places
170 Spru 171 Stayi 172 Stella 173 Steve 174 Stouf 175 Sturg 176 Sund 177 Suttu 178 Tam 179 Tara 180 Tavis 181 Tees 182 Than 183 Than 184 Thor 185 Thor 186 Thor 187 Tilbu 188 Tivet 190 Wale 191 Wark 192 Welli 193 West 194 West 195 West 196 do 197 Whea 198 Wino 199 Wolfe 200 Wood 201 Wrox 1 Total	worth ngton Lorne meath port (R.C.S.S.). ttley na E Island	40 49 95 22 14 82 63 56 73 69 62 102 56 88 82 20 97 56 67 28 48 73 48 88 88 88 88 88 88 88 88 88	23 18 39 28 32 21 22 21 24 38 35 22 21 29 8 45 22 33 31 11 24 20 32 32 32 47 47 47 47 47 47 47 47 47 47	31 56 144 55 54 31 40 34 51 48 34 53 32 50 47	177 122 700 5449 466 522 555 911 499 755 755 85 17 622 388 517 85 422 566 200 433 433 781 1466 388 781 1466 388 781 1466 781 781 781 781 781 781 781 781 781 781	14 8 22 7 9 20 21 16	144 88 222 28 9 211 222 18 13 255 23 222 28 19 344 222 26 7 7 35 17 25 5 18 144 12 322 11 12 28 19 3,473 4,049	24 55 299 199 200 207 179 222 320 229 163 331 177 166 100 7 9 225 111 2,986	32444 99 322222 203 331 277 188 444 415 222 311 29 	5	23 13 51 14 7 40 29 30 38 23 22 43 45 55 27 41 36 6 17 15 35 13 32 44 48 26 32 25 24 46 21 15 24 24 25 25 27 27 27 27 27 27 27 27 27 27 27 27 27	35 444 188 223 277 40 133 477 45 515 377 333 455 64 111 191 422 28 3,868	100	10 2
	ases	601	204	397	613	655	576	91	133	17	251	322	79	51
5 Perce	ntages		40.93	59.06	82.05	33.76	34.92	30.02	34.58	.47	55.54	38.90	4.84	.71

	Nur	nber of Head	Pupils is occup	from pied a	Familie s below	es who	se		Num	ber of P	upils in Subje	the Va	rious
	Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History
169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 190 191 192 193 194 195 196 197 198 199 200 201	55 55 55 12 11 11 12 16 4 4 55 10 11 11 11 9 12 7 7 8 8 12 12 16 6 14 13 13 14 14 15 16 16 16 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	25 13 32 17 5 5 52 20 43 43 45 17 47 47 47 47 48 48 18 35 33 34 48 14 48 22 29 21 21 22 22 23 24 24 26 27 27 27 27 27 27 27 27 27 27 27 27 27	11 14 22 11 66 	2	559 1 22	4 222 122 2 1 1 122 3 100 122 3 15 2 2 11 166 122 4 6 6 5 5 2 2 3 2 2 6 2 2 3 2 2 6 2 2 3 2 2 6 2 2 3 2 2 6 2 2 3 2 2 6 6 2 2 3 2 2 6 6 2 2 3 2 2 6 6 2 2 3 2 2 6 6 2 2 3 2 2 6 6 2 2 3 2 2 6 6 2 2 3 2 2 6 6 2 2 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 2 6 6 2 2 3 3 2 6 6 6 2 2 3 3 2 6 6 2 2	244 1 33 3 66 144 1 1 5 66 3 3 2 2 3 5 5 9 2 2 9 2 1 3 188 1 2 2 .	8 2 2 1 1 1 1 2 4 4 3 3 1 1 5 5 5		40 49 94 82 14 82 63 53 73 69 62 102 54 88 82 71 20 97 45 64 28 52 48 88 88 80 80 80 80 80 80 80 8	40 49 94 82 14 82 63 58 53 73 69 62 102 54 88 82 71 20 97 44 67 28 52 48 83 62 63 64 62 62 63 64 65 66 67 67 68 68 68 68 68 68 68 68 68 68	15 9 222 23 318 17 28 25 24 30 21 30 24 29 7 366 18 15 11 19 9 25 18 15 11 11 12 12 12 12 12 12 12 12 12 12 12	66 30 14 7
1 2	1,150 1,129	5,311 5,807	275 293	44 42	1,138 1,282	1,106 1,048	733 752	187 192	1,541 2,106	9,776 -10,372	9,805 10,364	3,576 4,209	2,193 2,322
3 4	21	496	18	2	144	58	19	5	565	5>6	559	633	129
5	11.56	53.41	2.77	. 44	11.44	11.12	7.37	1.88	15.50	98.31	98.60	35.96	22.05

CONTINUATION

III. TABLE J-ATTENDANCE, PUPILS IN THE SCHOOL

	N	umber	of Pupi	lls in th	e Vario	us Subj	ects (C	ontinue	(d)
Continuation Schools	Ancient History	Geography	Physiography	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Latin
169 Springfield. 170 Sprucedale 171 Stayner 172 Stella 173 Stevensville. 174 Stouffville. 175 Sturgeon Falls. 176 Sunderland. 177 Sutton, W. 178 Tamworth 179 Tara. 180 Tavistock. 181 Teeswater 182 Thamesford. 183 Thornbury 185 Thornbury 185 Thorndale. 186 Thornton 187 Tilbury. 188 Tiverton. 189 Tottenham 190 Wales. 191 Warkworth. 192 Wellington 193 West Lorne. 194 Westmeath. 195 Westport (R.C.S.S.) 197 Wheatley 198 Winona. 199 Wolfe Island 200 Woodville. 201 Wroxeter. 1 Totals, 1925-26. 2 Totals, 1924-25. 3 Increases. 4 Decreases.	9 30 166 6 20 144 20 111 1125 122 8 200 15 20 9 8 8 12 24 13 13 14 25 24 13 14 24 13 14 24 14 14 25 26 27 27 28 28 29 20 20 20 20 20 20 20 20 20 20 20 20 20	144	9 244 55 300 199 200 144 166 188 222 300 255 299 299 166 133 288 199 188 8 10 222 133 3 222 111 2,951 2,901 500	177 244 66 5 27 233 200 222 26 200 222 355 30 311 166 41 133 28 18 18 7 7 12 25 13 3 25 3,154 3,045 109	7 533 311 366 67 49 199 399 199 222 288 577 111 122 299 488	37 522 111 33 33 33 30 17 35 35 57 448 32 133 37 31 36 133 32 25 32 4,604 5,081 	42 30 12	33 39 67 9 12 62 45 41 28 39 37 64 63 36 18 60 65 45 45 44 78 8 26 27 45 47 44 78 47 48 48 48 48 48 48 48 48 48 48	28 17 64 10 10 60 32 38 26 36 41 47 69 35 62 58 35 66 16 58 37 44 40 17 37 44 40 70 56 30 66 82 10 66 82 10 66 82 10 66 82 10 66 82 10 66 82 10 82 10 86 86 86 86 86 86 86 86 86 86 86 86 86
5 Percentages	21.74	35.40	29.68	31.72	55.65	46.30	.42	70.96	68.89

		Nu	mber of	Pupils in	the Va	rious Sul	ojects (C	oncluded	1)		
	Zoology	Botany	Chemistry	Physics	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Agriculture	Household Science
169 170 171 172 173 174 175 176 177 178 180 181 182 183 184 185 186 187 190 191 192 193 194 195 196 197 198 199 200 201	66	27 17 22 13 14 21 19 38 25 23 23 31 26 7 35 26 26 26 27 19 21 15 31 29 21 33 34 25 26 27 19 21 21 21 21 21 21 21 21 21 21 21 21 21	10 16 24 4 	6 30 222 4	47 200	6 79	51	14 17 222 8 14 24 22 14 25 23 24 24 25 23 27 19 25 17 26 9 32 19 25 18 14 11 15 31 28 31 40 40 40 40 40 40 40 40 40 40 40 40 40	40 49 95 95 52 14 82 63 58 50 73 62 102 56 88 88 20 81 71 20 97 56 67 28 52 48 88 29 47 47 57 58 58 58 58 58 58 58 58 58 58	23 332	13 97
4	653		262	153	153	73	75	534		309	84
5	26.87	34.34	19.97	20.38	.47	.06	.51	34.99	99.20	. 23	.13

CONTINUATION IV. TABLE K—ATTENDANCE OF

	IV. TABL															ENI	DAN	CE	OF
	-						Do			LOV	vei .	SCHO	101, I	- 0111	1 1			Girls	
	-		1	1	-		Во	ys					-	1				311 15	
Continuation Schools	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
1 Acton 2 Agincourt 3 Ailsa Craig 4 Alvinston 5 Arkona 6 Ayr. 7 Bancroft 8 Bath. 9 Beachburg 10 Beaverton 11 Beeton 12 Belmont 13 Blackstock 14 Blenheim 15 Blind River 16 Blyth 17 Bobcaygeon 18 Bolton 19 Bothwell 20 Bowesville 21 Brooklin 22 Brownsville 23 Bruce Mines 24 Brussels 25 Burk's Falls 26 Caledon 27 Cannington 28 Capreol 29 Cardinal 30 Carp 31 Chalk River 32 Chatsworth 33 Claremont 34 Clifford 35 Cobden 36 Cochrane 37 Coldwater 38 Comber 39 Coniston 40 Consecon 41 Cookstown 42 Cooksville 43 Creemore 44 Delaware 45 Delhi 46 Delta 47 Denbigh 48 Dorchester 49 Drayton 50 Dresden 51 Drumbo 52 Dryden 53 Edgar 54 Eganville (R.C.S.S.) 56 Elgin 57 Elmvale		3.	3	2 1 2 2 1 1 1 4 4 4 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	62521453215592111311122422542414413142213542342422431	5	1 2	1			1			2	6 1	4 1 1 5 3 3 1 3 1 1 2 3 4 4 5 1 1 2 5 5 2 2 3 3 3 2 2 5 2 2 2 6 1 1 3 4 3 3 1 5 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10 4 1 2 2 8 3 5 2 1 6 2 4 3 6 1 1 1 2 2 2 3 3 4 3 2 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3	6 1 3 7 7 1 1 1 1 5 4 6 6 1	

SCHOOLS (Continued) PUPILS BY AGE, SEX AND GRADE

PUPILS BY AGE,	SEX AND	GRADE *	Lower Schoo	l, Form II	
		Boys			Girls
17 years 18 years 19 years 20 years 21 and over	11 years 12 years 13 years 14 years	15 years 16 years 17 years	18 years 19 years 20 years 21 and over	11 years 12 years 13 years 14 years	15 years 16 years 17 years 18 years 19 years 20 years 21 and over
45 46 47 48 49 1 50 51 52 53 54 55 1 56	2 2 1 5	2 1 3 1 4 1 1 1 3 1 1 4 1 1 1 1 2 1 1 1 2 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 3 1 4 2 1 2 1 1 1 2 1 1 1 3 1 4 2 1 2 1	i	1 1 1	2 1

CONTINUATION IV. TABLE K—ATTENDANCE OF PUPILS

							•	Mic	ldle	Sch								
	-			В	loys					-				Girls				_
Continuation Schools	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
1 Acton 2 Agincourt 3 Ailsa Craig 4 Alvinston 5 Arkona 6 Ayr 7 Bancroft 8 Bath 9 Beachburg 10 Beaverton 11 Beeton 12 Belmont 13 Blackstock 14 Blenheim 15 Blind River 16 Blyth 17 Bobcaygeon 18 Bolton 19 Bothwell 20 Bowesville 21 Brooklin 22 Brownsville 22 Brownsville 23 Bruce Mines 24 Brussels 24 Brussels 25 Burk's Falls 26 Caledon 27 Cannington 28 Capreol 29 Cardinal 30 Carp 31 Chalk River 32 Chatsworth 33 Claremont 34 Clifford 35 Cobden 36 Cochrane 37 Coldwater 38 Comber 39 Coniston 40 Consecon 41 Cookstown 42 Cooksville 43 Creemore 44 Delaware 45 Delhi 46 Delta 47 Denbigh 48 Dorchester	1	1 2 2 1 1 3 1 2 1 1 4 1 1 4 1 1 1 4 1 1 1 1 1 1 1 1	1 2 2 4 1 2 1 1 2 2 3 3	5 2 2 2 2 1 1 1 2 2 1 1 5 2 2 1 1 3 1 2 2 1 3 1 1 2 1 2 1 1 2 1 3 1 1 2 1 1 2 1 1 2 1 1 1 2 1 1 1 2 1 1 1 1 1 1 2 1	4 5 2 2 3 2 2 3 3 2 2 2 3 3 1 1 2 2 3 3 1 1 2 1 2	1 2 2 2 7 · · · · · · · · · · · · · · · ·		1 1 1 2	1	13		53 11 3 3 3 11 6 6 6 2 2 2 1 7 7 2 2 2 2 1 1 1 2 2 1 1 2 2 2 2 1 2 2 2 2	91 4	2 2 2 3 4 4 6 3 2 2 6 1 1 2 4 3 2 2 3 1 1 1 1 4 3 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 6 11 11 11 2 3 3 2 2 1 1 4 1	1 1 2 2 2 1 2 2		3
49 Drayton	1	1 2 2 1	2 2 2 1 	1 3 3 3 5	1 3	1 1 2 1 		1			2 1 1	4 1 2 	6 1 2 6 3	6 7 1 8 3	1 10 3 2 4	7 1	1	
56 Elgin]								4	3						

SCHOOLS (Continued) BY AGE, SEX AND GRADE (Continued)

						Up	per :	Scho	ol							_	-		
			Воу	'S								Gi	rls				r o	r of	,
14 years	F. 4	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	Total Number of Boys	Total Number of Girls	
																	31	59	
																	17 26	21 33	
																	41	43	
																	13	6	
																	20	34	
								· · ·									31 12	26 19	
		• •															26	45	1
		1		1	1	1						1	6	3			46	56	
																	13	37	
																	24 10	47 20	
																	56	82	
: :																	11	40	-
																	16	34	
																	22 20	32 51	
													1			1:::	18	23	
				1:::					:::								2	3	
																	15	35	
															1		15 12	26 26	
												1					27	40	-
		• • •										1				,	25	27	1
	- 1																7	19	1
																	29 10	37	1
							.										13	37	
														1			32	58	
																	5 22	30	
						• •											12	34	
	• •																16	30	
																	19	12	
									.								14 23	27 25	-
																	9	22	
	• •																17	18	
																	4	12	
	, b.								.								24	15	
									• • •								28	41	
																	14	22	
		• •							.								. 28	41	
1					1				.								1	10	
				:		1											1.1	29	
			1	1											- 1		37	54	
1		1		1		1											11 10	65	
		1													i		10	27	
1									$\cdot \ \cdot \cdot$									6	
- 1	٠.		1		• • • •	1									- 1		. 18	35	
1	٠.	1					1											34	
	• •		1		1	-			- 11								12		

CONTINUATION IV. TABLE K—ATTENDANCE OF PUPILS

	1							Lor	ver	Sch	001	For	m I	NUA					
	-]	Boys		V C1	CCII		1 01					G	irls	
			1	1	1	Ī		1		1	1	Τ.	-			1	1		
Continuation Schools	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
58 Embro. 59 Emo. 60 Ennismore. 61 Erin. 62 Espanola. 63 Fairbank. 64 Fenelon Falls. 65 Fenwick. 66 Feversham. 67 Fingal. 68 Florence. 69 Fordwich. 70 Frankford. 71 Gore Bay. 72 Grand Valley. 73 Haliburton. 74 Hallville. 75 Harrow. 76 Havelock. 77 Hensall. 78 Hepworth. 79 Highgate. 80 Holstein. 81 Honeywood. 82 Ilderton. 83 Inglewood. 84 Iroquois Falls. 85 Islington. 86 Janetville. 87 Jarvis. 88 Jockvale. 89 Kars. 90 Keewatin. 91 Kenmore. 92 Kinburn. 93 Kinmount. 94 Kirkland Lake. 95 Lambeth. 96 Lanark. 97 Lansdowne. 98 Laurel. 99 Lefroy. 100 Lion's Head. 101 Little Britain. 102 Little Current. 103 Long Branch. 104 Lucknow. 105 Lynden. 106 Lyndhurst. 107 Malakoff. 108 Mallorytown. 109 Manitowaning. 110 Manorick. 111 Marmora. 112 Massey. 113 Maxville. 114 Melbourne.		2	2	1	8 2 4 1 2 2	3 . 1	3	1.						1	1 1 2 1 1 1 4 5 3 3	23242111413211137141522235143133334455111142252311151	12 411434 2215322 242374 12351213321 3522234111624512254141	1 3 1 2 1 1 1 1 1 1 1 1 1 2 2 2 5 3 1 2 1 1 1 1 2 1 2 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

SCHOOLS (Continued) BY AGE, SEX AND GRADE (Continued)

								\AL	-			uea	Low	er	Sc	hool,	, F	orn	ı II								
]	Зоуя	3					1				G	irls					_
	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
58 59 60 61 62 63 64 65 66 67 71 72 73 74 75 76 77 78 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 97 98 98 99 90 90 90 90 90 90 90 90 90	1	1	1				1	1	1 1 1 3 3 4 4 2 2 7 6 6 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	11 11 22 22 11 11 11 22 23 33 33 33 33 34 44	11 11 11 11 11 11 11 11 11 11 11 11 11		1					2 2 1	2 5 2 4 1 2 1 2 1	3 2 7 1 1 8 5 1 6	22 11 44 22 33 11 77 77 33 11 33 22 15 55	11 22 22 22 23 33 33 34 11 22 23 24 25 25 25 25 25 25 25 25 25 25 25 25 25	1			

CONTINUATION IV. TABLE K—ATTENDANCE OF

****	1							Mic	ldle	Sch	001							
	-]	Boys	5								Girls	 3			
		1 1					1	1	1		1	1						
Continuation Schools	13 years	years	years	16 years	years	years	years	20 years	and over	years	years	years	16 years	years	years	years	20 years	and over
	13	14	15	16	17	18	19	20	21	13	14	15	16	17	18	19	20	21
58 Embro		i	2				<u>.</u>					3	2	· · · · 5	1	· · · i		
60 Ennismore 61 Erin	1	1	3	3 2		3	1			1	3	6 5	3	2 2	1			
62 Espanola		2		3	3		1					4	3	4				
63 Fairbank		1 2	1 2	3 2	6		2	1		• • •		1 2	1 4	6	5	• • •	• • •	
65 Fenwick											5	5	2					
66 Feversham		• • •	2	2	· · · · · · · · · · · · · · · · · · ·	!				1		5	1	1				
68 Florence						;				?								
69 Fordwich	1	1	1	1	2	1 6	· · · · 1				1	1 2 1	1 3 4 3 1 3	4 7	2	3	· · · · · · · · · · · · · · · · · · ·	
71 Gore Bay			1	1	2	3				1		1	4	7 2 9	- 1	4	1	1
72 Grand Valley 73 Haliburton			2	4	1	2	1					3 2 3	1		3	1		
74 Hallville			1	4	4	3					1	3	3	3	4	2		3
75 Harrow				3	3	3	2					3	2 2 5	3 2 3	1			
77 Hensall		2		2						1	1	2		2				
78 Hepworth 79 Highgate		1	6	2	· · · · · · · · · · · · · · · · · · ·	1					4	5	3	3				
80 Holstein			2	2	1		1		1			2	2				• • •	• • •
82 Ilderton		2		1	· · · · · · · · · · · · · · · · · · ·						2	3	2		1			
83 Inglewood				5 2	2 2							1 2	6	4 2	2			• • •
85 Islington																		
86 Janetville 87 Jarvis			• • •		• • •				• • •		3	4	4				• • •	• • •
88 Jockvale																		
89 Kars 90 Keewatin		• • •	1	1 2	3	5					1	6	4 5	5	1		• • •	• • •
91 Kenmore		1	1	3	4	2	3						5	6	2	1		
92 Kinburn			3	1	2 2	3	1	• • •	• • •		2	7	2	7		• • •		
94 Kirkland Lake		3	3	2 2														
95 Lambeth		1	. 1	5	5	1			: : :		2	2 12	2 7	4	2			
97 Lansdowne			1	6					1			2	4	2	4			
98 Laurel					: : :									: : :				
100 Lion's Head																		
101 Little Britain 102 Little Current			3	4		1						2	4	1	3		1	
103 Long Branch			2	2	2						1	2 3	1 6	1 8	1 9			
104 Lucknow 105 Lynden			2	3	3	1 1					···i	4 2	2	1	2			
106 Lyndhurst			1	1	1	2	3	1					2 2 1	5	4	1		
107 Malakoff 108 Mallorytown			1	2 2				1	1				2	5	3			i
109 Manitowaning						1					1	1 2	2 2 2 3	3				
110 Manotick 111 Marmora			1		3	1 3						1	3	3	3			
112 Massey 113 Maxville		1 2	2 5	1	1	3			1		1 5	3 5	3	1 6	2			1
114 Melbourne			1	5 2	2		1	···i	i		2	2	9	4	3			

SCHOOLS (Continued) PUPILS BY AGE, SEX AND GRADE (Continued)

					Upp	er S	Scho	ol										
		Во	ys								Gir	ls				r of	r of	H
	14 years	16 years	17 years	18 years	19 years	20 years	21 and over	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	Total Number of Boys	Total Number of Girls	Total Number Enrolled
59 60 61 62 63 64 65 66			1		2							2	1			35 32 22 16 7 15 5 10 29	46 299 100 188 188 222 299 62 211 288 77 27 144 411 388 188 188	27 41 45 53 54 94 83 52 11 41 138 77 68 85 21 11 55 56 68 52 11 55 56 60 54 68 68 68 68

CONTINUATION IV. TABLE K—ATTENDANCE OF PUPILS

							L				1, F		I					OI I	
	_					I	Boys	3					1			-	Gi	rls	
Continuation Schools	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
139 Palmerston. 140 Pickering. 141 Plattsville. 142 Port Burwell. 143 Port Carling. 144 Port Credit. 145 Powassan. 146 Princeton. 147 Rainy River. 148 Richard's Landing. 149 Richmond. 150 Ridgeway. 151 Ripley. 152 Rockwood. 153 Rodney. 154 Russell. 155 St. George. 156 Schomberg. 157 Schreiber. 158 Scotland. 159 Scudder. 160 Seeley's Bay. 161 Selkirk. 162 Singhampton. 163 Southampton. 164 South Mountain.		1 1 1 1	2	7 1 2 2 3 1 2 2 3 3 1 1 2 2 3 2 2 2 2 2 2 2 1 1 2 2 2 2	21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4						1		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 2 2 2 2 1 2 2 1 1 3 3 3 3 2 2 2 1 1 1 3 3 1 1 1 1 2 2 3 3 1 1 1 1	4 1 3 3 3 5 5 1 1 1 1	314477324224112231.151533342245333572243331512316141	4 1 2 2 2	2 1 1 2 1
170 Sprucedale 171 Stayner			2	7	2	2										1	3	5	1

SCHOOLS (Continued) BY AGE, SEX AND GRADE (Continued)

	GRAL	Contint	Lower School	l, Form II		
		Boys			Girls	
17 years 18 years 19 years 20 years 21 and over	11 years 12 years 13 years	14 years 15 years 16 years	17 years 18 years 19 years 20 years	11 years 12 years 13 years 14 vears	15 years 16 years 17 years	18 years 19 years 20 years 21 and over
159		2 1 2 2 3 2 3 4	2		2 3 1 3 4 3 4 5 1	1 2 1

CONTINUATION IV. TABLE K—ATTENDANCE OF

	1							Mi	ddle	Sch		- K		LIE		2111		_
				I	Boys	3				11			(Girls	 S			
Continuation Schools	13 years	14 years	15 years	16 years-	17 years	18 years	19 years	20 years	21 and over	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
116 Merrickville. 117 Metcalfe. 118 Millbrook. 119 Milverton. 120 Mindemoya. 121 Minden. 122 Minesing. 123 Mount Albert. 124 Mount Brydges. 125 Mount Elgin. 126 Mount Pleasant. 127 Navan. 128 New Dundee. 129 New Hamburg. 130 North Augusta. 131 North Gower. 132 Odessa. 133 Oil Springs. 134 Onondaga. 135 Orono. 136 Otterville. 137 Paisley. 138 Pakenham. 139 Palmerston. 140 Pickering. 141 Plattsville. 142 Port Burwell. 143 Port Carling. 144 Port Credit. 145 Powassan. 146 Princeton. 147 Rainy River. 148 Richard's Landing. 149 Richmond. 150 Ridgeway. 151 Ripley. 152 Rockwood. 153 Rodney. 154 Russell. 155 St. George. 156 Schomberg.	1	1	2 1 1 1 1 2	4 4 4 11 1 1 2 2 2 1 1 1 2 2 2 1 1 1 2 2 3 3 1 1 2 2 3 3 3 3	 2 1 2 3 2 3 1 2 5 2 2 2 1 3 2 2 3 1 1 3 2 2 3 2 2 2 2 2 2 2 3 1 3 2 2	2 1	1						 3 2 3 6 2	5 6 2	1 4		i	1
169 Springfield				2 6 6	4	1 1 5	· · · i				3	2 1	9	2 3 9	7 5	4		i

SCHOOLS (Continued) PUPILS BY AGE, SEX AND GRADE (Continued)

						Up	per	Sch	ool										
	-			В	oys				-			Gi	rls				r of	r of	
	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	Total Number of Boys	Total Number of Girls	Total Number Enrolled
160 161 162 163 164 165 166 167												1					36 20 20 14 25 44 12 25 44 12 26 6 8 8 15 29 9 16 6 6 8 8 7 7 32 14 14 20 10 10 4 34 7 7 33 37 12 33 38 18 8 53 31 31 12 44 34 34 35 10 33 32 24 22 14 31 22 33 23 23 23 23 23 23 23 23 23 23 23	46 366 360 360 43 400 211 141 177 299 111 222 44 48 188 233 300 299 233 144 400 55 359 400 401 402 403 404 415 416 417 417 418 419 419 419 419 419 419 419 419	82 544 688 844 333 200 25 444 611 455 61 61 61 61 61 61 61 61 61 61 61 61 61

CONTINUATION

IV. TABLE K-ATTENDANCE OF PUPILS

	 					T	0377	- So	hool	I Fo	rm	T					
	 			I	Boys				1100	1, 1.0			(Girls			
Continuation Schools	11 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
172 Stella 173 Stevensville 174 Stouffville 175 Sturgeon Falls 176 Sunderland 177 Sutton 178 Tamworth 179 Tara 180 Tavistock 181 Teeswater 182 Thamesford 183 Thamesville 184 Thornbury 185 Thorndale 186 Thornton 187 Tilbury 188 Tiverton 189 Tottenham 190 Wales 191 Warkworth 192 Wellington 193 West Lorne 194 Westmeath 195 Westport 196 Westport 196 Westport 197 Wheatley 198 Winona 199 Wolfe Island 200 Woodville 201 Wroxeter	1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	1 2 3 3 3 4 4 3 2 2 7 7 1 2 1 1 4 2 2 3 3 2 2 2 6 2 1 1	3 2 5 2 4 2 2 3 4 4 4 4 1 1 1 1	2 3 3 2 4 4	1 3 3 1 1 2 2 2 1 3 3 3	1 1 1 1 1	1	1			1	11 11 11 11	11 11 11 11 11 11 11 11 11 11 11 11 11	1 2 1 4 4 1 3 3 2 2 5 3 3 6 5 9 9 1 8 2 2 7 2 6 7 4 4 2 2 5 4 4 2 2 5 4 4 2 2 8 8	215333 472233635524422336114455	2 1 1 5 1 1 4 4 2 2 2 2 5 1 1 1 3 1 2 2 6 1 2 3 3 1	3 1 1 1 2 2 2 2 1 1 3 1 1 4

BY AGE, SEX AND GRADE (Concluded)

			_		1		-					T	.OWE	ar S	Sch	ool,	Fo	rm	II							
			_								Boy					.001,					Gir	ls				
	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years
172 173 174 175 176 177 178 180 181 182 183 184 185 186 187 191 192 193 194 195 196 197 198 199 200 201							11 11 11 11 11 11 11 11 11 11 11 11 11	22 22 11 12 22 11 11 11 11 11	2 3 4 4 3 3 2 2 2 2 2 2 4 2 2 2 4 2 2 2 2 2 2 2 2	4 4 1 4 5 1 4 1 5 5 4 4 1 5 4	4 2 1 1 3 1 1 6 2 1 1	1	22	1				1	1 3 1 2 3 2 1 1 1 1 2 2 2 2 1 1 1 1 1 1 1 1 1	1 5 3 4 4 4 1 6 8 8 5 5 5 3 1 3 2 4 4 2 1 2 1 2 1 2 1 2 1 2 1 3 1 3 1 3 1 3 1	3226554 3231148853313225422386611422	 1552 1133 1 3222 61122 4 2 3111 1 52211 1 52211 1	3 4 3 1 1 1 2 1 1 1 1 1 2 1 1 1 2 2 1 1 1 2 2	1 2 1 2	1	

CONTINUATION

IV. TABLE K-ATTENDANCE OF PUPILS

								Mi	ddle	Sch	ool							
				I	Boys	3							(Girls	5			
Continuation Schools	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
172 Stella	1	2 2 1 2 1 1	 1 2 1 1 1 2 2 6 1 2 3 3 3 4 1 2 1 1 2 1 1 2 1 1 2 1 1 1 2 1 1 1 1	1 2 4 2 2 2 2 1 3 4 3 2 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 3 4 3 2 1 2 8 8 4 4 4 4 1 2 2 2 2 1 2 2 1 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	2 3 1 2 2 2 1 4 1 1 1 1 1 2		2	1	2 1 1 2	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2 3 6 2 6 4 4 3 3 4 2 2 6 1 1 8 8 2 2 3 3	 64 44 65 55 41 11 43 65 55 55 55 55 55 55 55 55 55 55 55 55	1 · · · · · · · · · · · · · · · · · · ·	2 5 1 2 2 2 6 2 3 3 3 3 3 3 3	11	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

SUMMARY OF PUPILS

		11 yrs.	12 yrs.	13 yrs.	14 yrs.
LOWER SCHOOL	Boys.	34	163	363	482
Form I	Girls.	51	248	521	558
LOWER SCHOOL	Boys.	1	30	141	324
Form II	Girls.	1	36	176	454
MIDDLE SCHOOL	Boys.			12	85
MIDDLESCHOOL	Girls.			20	127
UPPER SCHOOL	Boys.				
OPPER SCHOOL	Girls.				
TOTALS	Boys.	35	193	516	891
BY SEXES	Girls.	52	· 284	717	1,139
GRAND TOTALS,	87	477	1,233	2,030	

SCHOOLS (Concluded)

AGE, SEX AND GRADE (Concluded)

						Up	per	Scho	ool										
	-			Во	ys							Gi	rls				r of	rof	L
	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	Total Number of Boys	Total Number of Girls	Total Number Enrolled
172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 190 191 192 193 194																	8 9 28 32 18 22 22 21 28 49 24 38 35 22 6 32 21 29 8 45 22 33 11	14 5 54 31 40 34 51 48 34 53 32 50 47 49 14 50 27 42 12 52 34 34 17	22 14 82 63 58 56 73 69 62 102 56 88 88 82 71 20 97 56 67 71 20 97 56
195 196 197 198 199 200 201						i						1	2	i			24 20 32 11 4 35 24	28 28 56 15 11 38 24	52 48 88 26 15 73 48

BY AGE, SEX AND GRADE

15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. and over	TOTALS
273	125	37	5	1	1	2	1,486
373	166	51	13	5	1		1,987
362	258	93	25	3		1	1,238
548	345	137	37	6	3	5	1,748
211	375	308	209	84	28	18	1,330
409	585	526	285	102	29	25	2,108
	3	6	3	5			17
	5	7	11	7			30
846	761	444	242	93	29	21	4,071
1,330	1,101	721	346	120	33	30	5,873
2,176	1,862	1,165	588	213	62	51	9,944

COLLEGIATE INSTITUTES

I. TABLE L—FINANCIAL

					1.	IABLE L—I	TIVANGIAL
				Rec	eipts		
	Collegiate Institutes	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Debentures	Balances and other sources	Total Receipts
2 3 4 5 6 7 8 9 10 11	Barrie Brantford Brockville. Chatham Clinton. Cobourg Collingwood. Fort William Galt Goderich Guelph Hamilton, Cen-	\$ c. 2,076 75 2,840 85 1,906 90 2,179 50 1,587 90 1,815 90 1,763 13 6,342 92 2,381 50 1,868 50 2,163 23	18,167 80	57,855 28	194,226 42	\$ c. 859 54 16,964 12 1,193 89 6,381 49 2,979 98 6,847 87 7,727 65 67 26 4,607 65 8,367 27 19,641 72	\$ c. 38,782 11 77,660 25 41,051 94 38,282 62 18,279 76 38,942 29 32,940 65 239,886 15 53,681 95 32,856 32 89,724 60
13 14 15	tral	4,386 00 1,925 50 1,613 40	2,100 17	137,767 00 136,517 00 14,762 00 47,143 51	47,200 23	65,977 89 21,871 17 6,109 38 14,692 01	208,130 89 207,513 90 24,584 95 63,785 02
17 18 19 20 21 22 23 24 25 26 27 28 29 31 32 33 34 35 36 37 38	Kitchener- Waterloo Lindsay. London Morrisburg. Napanee. Niagara Falls. North Bay. Orillia. Ottawa. Owen Sound. Perth. Peterborough. Picton. Port Arthur Renfrew. St. Catharines St. Mary's. St. Thomas. Sarnia. Sarnia. Sault Ste. Marie Seaforth. Smith's Falls. Stratford. Stratford. Strathroy. Toronto:	1,967 50 4,095 25 1,648 03 1,779 31 2,021 25 4,389 29 1,869 52 1,975 50 1,898 50 2,043 50 1,440 50 2,295 50 2,095 50 2,001 50 2,109 25 1,417 50 2,591 50	16,392 96 19,937 87 23,275 34 7,508 49 13,023 25 3,718 93 10,283 63 7,676 08 14,462 48 26,934 56 15,708 01 7,856 14 14,542 95 11,125 25 11,263 91 6,967 33 9,536 52	10,529 92 64,200 00 9,350 00 54,810 09 19,000 00 60,325 54 14,100 00 52,962 38 85,784 26 62,603 33 6,271 69 29,000 00	10,224 38 45,010 39 5,131 96 65,000 00 27,125 30 13,524 64	15,347 53 2,271 18 73,120 78 481 38 7,466 29 6,904 55 143 61 8,504 35 37,025 08 4,327 30 11,279 62 4,518 94 10,655 50 176 43 712 91 101,258 82 469 64 3,211 72 4,322 42 429 48 16,640 56 3,913 02 12,642 25 690 87	59,341 21 41,176 55 335,602 98 16,659 26 76,183 73 43,285 92 55,901 67 108,657 50 253,518 07 48,226 88 65,440 82 70,159 44 33,627 62 73,544 29 49,522 47 179,293 87 24,535 03 72,134 55 103,823 43 70,287 86 35,836 41 41,763 85 61,199 02 18,181 89
50 51	Bloor		10,347 95 17,548 29 16,715 57	106,600 56 116,500 10 75,523 17 78,718 06 102,685 68 98,167 83 107,138 76 5,000 00	13,052 60 29,117 30 82,331 40 23,176 69	111,805 21 77,964 79 8,399 48 7,050 86 13,077 49 5,558 90 20,961 64 1,332 04 1,226 84 15,934 46 23,462 04 13,740 56 2,841 15	192,780 25 467,608 53 145,893 84 126,541 66 172,825 56 86,220 46 126,236 82 101,183 37 111,019 60 33,061 91 88,092 58 184,944 04 54,957 30
	Totals	124,195 43	390,300 69 3	3,110,870 14	595,828 80	814,178 58 5	,035,373 64

AND HIGH SCHOOLS

STATEMENT

			Ex	penditure			
	Teachers' Salaries	Buildings, Sites and all perman- ent improve- ments	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, and equipmentfor physical culture	Art, manual training, house- hold science and agricultural dept.	School books, stationery, prizes, fuel, examina-tions, and all other expenses	Total Expenditure
1 2 3 4 5 6 7 8 9 10	29,947 75 12,778 50 22,480 00 21,720 00 36,022 49	\$8 65 1,227 00 	704 93 1,689 66 492 19 230 03 45 41 825 49 352 42	\$ C. 1,070 43 397 10 2,133 36 985 10 722 40 127 80 942 27 1,035 73 828 16	327 40 1,933 12 101 39	\$ c. 4,976 61 7,644 52 8,122 38 5,612 78 2,337 27 5,006 56 11,092 85 8,257 66 20,730 09 11,496 71 48,228 91	\$ c. 36,881 02 77,439 63 41,035 32 36,775 66 15,556 95 29,404 85 32,940 65 239,771 19 53,319 28 29,690 71 87,203 52
12 13 14 15	116,535 87 55,017 38 19,035 00 53,028 75			4,546 99 4,689 04 336 68 281 78	200 77	46,215 47 86,227 12 4,704 14 6,492 86	178,581 37 155,045 58 24,344 54 61,556 71
16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39	52,763 00 18,500 00 34,074 29 24,382 41 52,022 01 18,394 00 59,146 00 39,089 24 38,498 10 16,840 00 42,780 96	319 99 52,283 04 	4,844 09 123 61 120 92 191 40 461 58 202 80 8,256 83 1,040 92 461 93 1,092 27 112 27 718 65 260 44 143 01 141 19 1,199 00 462 94 699 43 1,337 96 579 66 789 90 975 00	1,936 04 133 46 775 69 732 10 193 40 726 61 997 29 1,984 66 495 11	19 83 593 89 120 28 805 49	16,181 56 19,520 21 59,308 46 10,950 38 35,145 66 16,304 17 4,031 21 19,051 66 20,545 03 110,373 69 3,859 38 8,496 66 64,074 39 28,454 30 17,658 45 6,450 37 10,515 80 2,702 18	35,384 70 99,825 07 241,778 32 48,226 88 54,767 70 70,159 44 24,291 76 68,128 96 45,348 52 176,687 74 23,013 27 72,647 15 103,823 43 68,330 90 35,836 41 40,152 39 58,522 98 18,037 18
40 41 42 43 44 45 46 47 48 49 50 51 52	38,921 17 90,838 27 95,586 06 92,188 50 59,329 13 68,910 25 109,015 13 83,120 35 89,915 00 31,233 00 99,223 96 39,020 00	2,768 11 38,828 95 4,152 86 68,028 78 833 45 164 81 986 28 516 79 30 84 2,409 91 18,716 39	3,446 41 2,181 39 3,394 63 959 06 3,384 89 3,697 69 3,278 36 243 95 553 03 4,090 48	780 53	1,936 06 594 19 877 46 403 17 596 75 143 91	18,171 59 41,387 88 12,478 83 12,346 52 12,956 90 15,803 23 2,553 74 39,214 03 51,958 31 7,413 69	119,751 42 172,825 56 83,669 20 126,236 82 101,183 37 111,019 60 16,606 82 73,939 82 177,715 19 50,826 96
	2,471,321 88	683,876 35	73,268 56	43,830 88	11,492 53	1,491,337 68	4,775,127 88

COLLEGIATE INSTITUTES

I. TABLE L—FINANCIAL

	1		Re	ceipts		
High Schools	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Debentures	Balances and other sources	Total Receipts
1 Alexandria	\$ c. 1,620 00 1,576 79 1,614 05 2,046 61 1,932 50 1,480 90 5,890 44 1,665 17 1,230 97 1,700 79 4,610 18 1,984 06 1,897 00 6,802 52 1,115 88 1,768 01 1,452 66 1,264 94 1,466 10 1,829 29 1,783 57 1,921 50 1,847 49 1,392 25 12,459 73 1,563 79 1,141 00 1,358 06 1,894 53 864 99 1,145 86 1,145 60 1,346 78 1,510 13 1,245 60 1,058 03 2,026 03 1,483 19 767 17 1,507 54 1,476 68 1,346 78 1,510 13 1,245 60 1,058 03 2,026 03 1,448 39 356 50 1,383 19 767 17 1,405 12 5,213 66 1,684 62 1,709 93 1,246 87 1,567 51 3,256 41 1,567 51	\$ c. 1,547 000 9,296 19 6,415 00 17,789 84 9,917 79 8,234 12 12,476 14 12,809 45 4,144 80 11,635 20 11,960 42 11,264 15 6,761 51	\$ c. 10,923 00 2,000 00 3,624 79 6,267 51 10,151 73 3,475 71 7,332 46 7,980 31 5,700 00 3,500 00 4,355 06 34,043 26 9,600 00 7,500 00 5,000 00 10,722 84 2,500 00 2,820 85 7,000 00 4,001 00 11,500 00 6,300 00 1,900 00 11,500 00 6,300 00 1,900 00 3,319 00 16,333 31 4,800 00 3,000 00 12,000 00 18,900 00 12,000 00 18,900 00 4,680 00 4,470 00 3,700 00 7,300 00 7,300 00 7,300 00 5,895 47 8,000 00 6,400 10 2,300 00 4,100 00 18,326 87 9,942 03 6,000 00 2,150 00 5,750 00 6,500 00 4,000 00 9,000 00 10,340 00 9,000 00 10,340 00 3,936 18 6,378 76	\$ c. 10,123 69 3,500 00 85,000 00 49,284 42 1,753 90 7,464 10 2,644 19	\$ c. 5,448 05 670 00 4,026 26 630 45 3,555 63 2,260 86 10,353 51 353 77 4,157 20 3,402 58 17,182 11 360 32 16,099 82 7,815 08 776 45 2,241 93 2,422 61 4,259 96 11,316 63 2,923 71 10,470 36 1,107 47 8,624 77 3,220 69 7,473 84 3,433 50 3,948 04 6,885 18 11,459 03 11,038 39 516 40 3,885 10 3,22 25 8,529 07 150 98 2,172 58 1,285 32 1,331 28 7,617 06 7,81 84 9,977 69 4,141 33 4,737 85 4,314 03 611 65 453 33 1,197 88 598 82 2,951 96 1,431 74 10,803 23 3,731 69 4,341 74 10,803 23 4,731 65 4,539 23 694 30 183 13 4,203 34	\$ c. 19,538 05 13,542 98 15,680 10 26,734 41 25,557 65 15,451 59 46,176 24 22,808 70 15,232 97 23,738 57 38,107 77 47,651 79 34,358 33 107,117 60 15,932 84 25,792 44 14,598 11 12,262 46 25,188 80 21,051 82 23,451 39 23,551 76 29,980 75 13,113 94 80,717 99 17,854 01 11,402 32 17,586 44 56,262 23 17,360 13 9,245 78 9,031 94 21,422 33 46,969 48 10,751 35 17,166 41 10,765 66 10,385 53 31,773 21 24,148 99 23,556 51 15,416 86 12,491 51 16,938 86 27,252 47 15,443 44 14,399 49 11,683 76 8,283 64 123,363 63 15,130 81 23,059 64 21,308 62 16,958 72 9,077 19 10,301 07 16,209 92

AND HIGH SCHOOLS (Continued)

STATEMENT (Continued)

			enditure			
Teachers' Salaries	Buildings, Sites and all perman- ent improve- ments	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, and equipment for physical culture	Art, manual training, house- hold science and agricultural dept.	School books, stationery, prizes, fuel, examina-tions, and all other expenses	Total Expenditure
\$ c 1 10,380 00 2 10,050 04 3 10,144 75 4 11,480 00 5 20,200 00 6 9,129 88 7 9,196 34 8 14,010 75 9 7,460 00 10 10,610 00 11 15,565 00 12 40,656 27 13 13,466 68 14 11,408 15 15 6,267 00 16 18,880 00 17 10,081 48 18 5,858 52 19 6,702 00 20 13,968 00 21 10,350 00 22 14,662 50 23 16,255 00 24 7,955 00 25 9,230 00 26 11,000 00 27 5,635 50 28 7,700 00 29 25,560 00 30 8,315 20 31 6,060 00 32 7,390 00 33 14,609 05 34 13,628 71 35 8,128 61 36 9,830 00 37 7,970 00 38 5,960 00 37 7,970 00 38 5,960 00 42 8,120 00 42 8,120 00 43 6,526 78 44 10,040 00 45 13,461 00 46 12,285 00 47 10,380 00 42 8,120 00 44 11,560 00 45 13,461 00 46 12,285 00 47 10,380 00 55 6,200 00 55 6,200 00 55 6,915 67 57 8,560 00 55 6,200 00 55 6,915 67 57 8,560 00	\$\begin{array}{c} \text{C.} \\ 447 \ 10 \\ \\ 1,800 \ 00 \\ 717 \ 50 \\ 550 \ 80 \\ \\ 20,218 \ 25 \\ 150 \ 00 \\ 403 \ 46 \\ 3,197 \ 98 \\ 258 \ 00 \\ \\ 258 \ 00 \\ 3,943 \ 39 \\ 1,712 \ 35 \\ 2228 \ 89 \\ 369 \ 57 \\ 53,235 \ 32 \\ 1,712 \ 35 \\ 290 \ 20 \\ \\ \\ 2,394 \ 13 \\ 5,102 \ 03 \\ \\ 1,560 \ 00 \\ 650 \ 00 \\ 372 \ 40 \\ 103 \ 03 \\ 600 \ 00 \\ 457 \ 48 \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	\$ c. 110 63	\$ C. 152 90 49 50 657 95 223 75 223 75 847 19 223 75	250 00 4 50 33 18 132 50 210 30 214 00 64 75	\$ C. 6,982 80 2,172 42 1,055 75 5,711 30 3,734 65 3,818 37 4,754 02 8,043 01 1,500 37 9,524 94 18,592 92 5,434 21 19,452 84 1,242 52 4,464 46 3,057 75 3,261 07 6,142 47 6,898 13 4,868 62 9,153 33 5,476 97 6,678 60 4,306 39 10,580 65 1,553 51 3,189 74 3,710 41 5,538 76	* C. 18,073 43 12,222 46 13,098 15 19,552 70 80 13,359 87 35,179 81 22,654 97 9,533 00 23,738 57 38,087 86 47,651 79 34,256 78 107,096 59 14,890 38 23,943 94 14,598 11 12,262 46 14,515 73 20,602 00 22,928 25 22,450 93 26,258 27 12,630 96 73,180 57 14,456 25 9,306 97 11,828 95 34,460 92 14,423 76 8,089 08 *8,956 83 20,693 12 37,904 77 10,512 91 11,329 57 9,662 27 8,352 79 30,387 07 15,267 42 20,370 94 10,335 15 12,304 20 12,432 67 26,496 35 15,443 44 14,081 76 8,098 43 118,155 50 12,896 39 19,990 94 10,335 15 12,304 20 12,432 67 26,496 35 15,443 44 14,081 76 8,795 65 8,098 43 118,155 50 12,896 39 19,990 98 27,977 12 15,006 47 9,077 19 9,664 41 10,484 40

COLLEGIATE INSTITUTES

I. TABLE L—FINANCIAL

				1.		
				Receipt	ts	,
High Schools	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Debentures	Balances and other sources	Total Receipts
\$ c. 58 Kemptville 59 Kenora 60 Kincardine 61 Kingsville 62 Lakefield 63 Leamington 64 Listowel 65 Lucan 66 Madoc 67 Markdale 68 Markham 69 Meaford 70 Midland 71 Milton 72 Mimico 73 Mitchell 74 Morewood 75 Mount Forest. 76 Nepean 77 Newburgh 78 Newcastle 79 New Liskeard. 80 Newmarket 81 Niagara 82 Niagara Falls,	\$ c. 1,495 87 3,394 80 1,830 42 1,613 04 1,012 06 2,037 85 1,699 14 1,238 73 1,378 19 1,031 23 1,419 96 1,794 64 2,008 25 1,336 94 1,780 66 891 65 1,332 38 1,964 39 1,026 53 821 75 2,911 50 1,662 60 1,192 36	\$ c. 5,048 63	\$ c. 7,089 04 17,250 00 5,213 08 7,500 00 4,200 00 1,500 00 6,400 00 2,800 00 3,200 00 2,695 27 3,094 37 8,500 00 20,940 69 13,700 00 8,000 00 6,615 00 2,815 95 5,950 00 13,500 00 750 00 2,975 65 11,091 00 1,500 00 4,219 40	7,895 36	\$ c. 215 21 1,357 61 6,199 63 3,240 04 238 24 8,745 89 7,536 65 675 47 5,299 89 4,236 68 8,153 88 2,967 72 392 22 1,069 24 6,855 34 388 48 8,569 49 906 89 2,094 32 4,129 10 20 60 333 97 9,191 68 1,955 79	\$ c. 13,848 75 22,002 41 21,475 94 19,311 08 9,524 52 36,954 32 24,216 36 10,393 28 15,916 57 9,981 46 19,766 37 26,201 59 28,971 45 29,205 85 24,299 95 13,386 56 13,117 09 13,964 66 26,167 00 9,830 88 4,957 33 14,336 47 27,654 58 10,953 15
South	2,233 99 1,622 97 1,381 59 1,962 25 848 48 1,754 93 1,939 25 1,738 00 1,437 70 3,241 82 1,526 00 1,465 85 1,077 18 1,842 45 1,041 22 1,442 42 4,102 43 907 11 1,665 75 1,514 75 1,117 58 2,090 32 1,276 70 1,559 13 1,202 50 1,752 02 1,065 11 10,614 10 1,542 82		5,000 00 5,200 00 2,614 53 16,384 29 3,821 00 10,038 00 6,000 00 4,539 00 2,000 00 20,099 24	302,700 00	30,739 92 5,853 58 6,209 21 7,421 97 603 55 1,377 95 637 10 3,095 31 183 27 78 23 645 48 330 17 7,016 67 6,681 89 113 88	57,808 52 21,486 52 21,486 52 16,418 61 22,908 40 5,773 17 21,195 69 361,886 87 23,588 04 10,005 47 15,153 52 155,489 80 9,961 93 22,295 41 13,293 91 19,876 50 7,137 10 12,562 91 19,884 65 13,912 58 5,151 64 15,047 68 26,485 79 13,380 34 10,121 53 45,254 08 52,599 00 58,205 95 22,169 67 20,266 93 9,055 29 34,825 33 12,543 39

AND HIGH SCHOOLS (Continued)

STATEMENT (Continued)

			F	Expenditure			
		SS -HI			्रेषु, (ý. 1	
	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, and equipment for physical culture	Art, manual training, house- hold science and agricultural dept, equipment	School books, stationery, prizes, fuel, examina-tions, and all other expenses	Fotal Expenditure
58 59 60 61 62 63 64 65 66 67 71 72 73 74 75 76 77 78 79 80 81	\$ c. 10,776 00 16,075 00 12,000 00 11,300 00 5,650 00 19,760 00 14,143 00 7,934 49 8,040 00 5,770 00 8,750 00 13,299 00 17,854 63 13,026 00 11,811 20 9,880 12 4,000 00 9,300 00 16,160 00 5,927 50 3,766 68 7,920 00 21,131 50 5,780 00	\$ c. 475 00 800 66 947 15 150 00 2,900 00	\$ c. 523 92	122 11 127 40 295 08 596 69 184 50 121 80 1 10 168 14 398 05 97 98 422 94 34 60	12 86 	\$ c. 1,834 33 5,126 75 2,369 56 6,218 41 648 86 3,933 46 9,307 27 1,760 22 6,676 70 872 22 6,467 04 2,308 40 9,695 94 2,957 11 5,521 04 2,586 93 919 32 1,949 46 4,180 55 1,362 07 646 80 3,376 87 3,428 41 953 59	\$ c. 13,609 25 22,002 41 16,055 72 18,191 66 9,493 94 26,195 03 24,216 36 10,393 28 14,814 45 6,985 99 19,717 76 26,169 04 28,281 25 29,205 85 22,904 83 12,878 75 4,935 82 12,320 61 23,787 02 8,083 65 4,957 33 13,964 85 27,079 31 8,378 21
82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 111 111 112 113	18,096 64 9,800 00 7,821 00 16,240 50 3,620 00 14,930 00 39,020 40 11,720 00 8,040 00 12,260 33 20,108 02 7,820 00 13,103 50 5,340 00 13,980 00 5,900 00 5,800 00 16,356 67 9,950 00 4,140 00 12,550 00 10,320 00 5,180 00 17,820 00 17,820 00 17,820 00 17,820 00 17,820 00 9,785 00 9,785 00 9,785 00 9,785 00 9,785 00 9,785 00 9,785 00	1,839 28 18 94 2,931 12 236 25 821 15 200 00 2,717 01 	272 21	296 13 127 27 327 90 845 96 342 87 4 15 1,135 59 		15,783 44 2,723 37 6,190 92 4,103 46 1,424 55 2,511 38 17,142 18 6,585 02 1,838 72 1,640 95 132,704 14 1,831 75 2,265 38 693 59 3,234 20 1,064 71 1,080 82 3,014 50 2,150 54 79 2,812 09 8,065 92 2,128 31 23,576 57 1,983 08 5,142 98 3,143 72 2,048 57 880 56 5,613 52 1,680 57	37,816 39 12,911 92 15,557 61 21,540 00 5,206 82 18,755 76 359,592 59 19,409 50 10,001 32 15,153 52 155,296 68 9,936 23 15,368 88 6,033 59 19,817 65 7,137 10 9,811 94 19,884 65 13,438 91 5,151 64 13,795 36 24,841 19 12,692 44 6,873 82 45,096 08 52,167 43 57,905 95 13,185 89 13,108 12 7,831 34 33,705 52 11,645 42

COLLEGIATE INSTITUTES

I. TABLE L—FINANCIAL

				Receipt	s	
High Schools	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	Debentures	Balances and other sources	Total Receipts
114 Thessalon 115 Thorold 116 Tillsonburg 117 Timmins 118 Trenton 119 Tweed 120 Uxbridge 121 Vienna 122 Walkerton 123 Wallaceburg 124 Wardsville 125 Waterdown 126 Waterford 127 Watford 128 Welland 129 Weston 130 Whitby 131 Wiarton 132 Williamstown 133 Winchester 134 Wingham	\$ c. 2,433 70 1,433 17 1,925 65 8,505 37 1,818 01 1,510 02 1,832 85 620 74 1,522 54 1,648 48 1,016 80 1,180 48 1,671 00 1,898 38 1,771 00 2,585 79 1,547 81 1,397 94 1,562 01 1,412 67	\$ c. 14,589 34 5,456 77 8,885 56 10,604 94 620 74 6,558 49 2,399 93 3,358 68 3,359 45 4,257 51 5,491 26 10,641 57 23,000 00 7,455 89 6,847 64 1,442 00 7,042 80 9,250 52	\$ c. 6,000 00 10,500 00 8,800 00 25,000 00 12,000 00 1,800 00 6,500 00 1,800 00 5,560 00 2,700 00 2,700 00 5,530 93 4,500 00 7,690 78 5,500 00 6,960 47	\$ c.	\$ c. 842 36 1,342 73 1,789 40 3,057 08 6,525 90 7,261 77 1,312 32 2,555 22 3,422 41 3,605 68 946 18 5,579 79 2,837 21 6,878 80 1,403 33 6,036 14 1,668 12 2,938 36 4,045 61 4,677 50 7,080 74	\$ c. 9,276 06 13,275 90 27,104 39 52,299 01 25,800 68 20,657 35 20,250 11 5,596 70 17,063 44 18,269 09 6,050 41 15,789 84 10,975 20 19,541 06 27,650 84 34,807 14 17,249 18 15,833 81 14,576 33 18,782 31 24,704 40
 Totals, High Schools Totals, Collegiate Institutes 			975,048 66 3,110,870 14			3,454,016 69 5,035,373 64
3 Grand Totals, 1925 4 Grand Totals, 1924			4,085,918 80 3,895,050 64			
5 Increases 6 Decreases	24,759 86	113,358 58	190,868 16	759,258 81	87,387 73	342,884 48
7 Percentages	4.62	14.64	48.13	16.15	16.46	

AND HIGH SCHOOLS (Continued)

STATEMENT (Concluded)

			Ex	penditure			
	Teachers' Salaries	Buildings, Sites and all perman- ent improve- ments	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, and equipmentfor physical culture	Art, manual training, house- hold science and agricultural dept. equipment	School books, stationery, prizes, fuel, examina- tions, and all other expenses	Total Expenditure
114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133	\$ c. 6,120 00 10,450 00 15,402 00 16,388 15 14,790 00 9,720 00 11,780 00 3,222 81 10,680 00 13,090 00 3,950 00 7,340 00 6,025 50 10,010 60 19,232 00 25,417 18 12,770 00 9,460 00 8,490 00 9,663 65 15,480 00	\$ c. 873 60 106 46 414 96 5,907 77 171 30 320 35 220 50 468 67 190 28 2,139 40 356 19 300 00 187 56 83 22 394 04 130 63	\$ c. 19 45 269 04 23 25 749 44 177 52 221 72 19 65 48 00 132 08 859 98 19 71 3 15 36 50 397 22 281 17 631 21 629 54 60 44	\$ c. 334 59	\$ c. 153 44 150 00	\$ c. 1,928 42 2,450 40 3,136 19 22,755 67 9,672 68 2,106 58 8,078 91 318 19 2,247 33 2,887 70 1,165 51 5,784 65 1,978 86 2,437 08 8,059 52 7,410 39 3,035 84 2,181 97 4,594 03 1,963 21 7,395 20	\$ c. 9,276 06 13,275 90 19,427 61 47,694 53 24,927 05 12,474 02 20,250 11 3,589 00 13,488 01 17,398 10 5,491 55 15,478 05 8,040 86 12,943 70 27,572 69 33,905 79 16,855 38 12,041 82 13,167 25 12,244 07 24,261 61
1	1,514,710 60	780,159 86	50,958 57	39,394 46	2,939 08	Í	, ,
2	. 2,471,321 88	683,876 35	73,268 56	43,830 88	11,492 53	1,491,337 68	4,775,127 88
3	3,986,032 48	1,464,036 21	124,227 13	83,225 34	14,431 61	2,217,554 01	7,889,506 78
4	3,716,939 50	1,909,020 16	127,943 25	83,196 16	15,469 47	1,966,532 44	7,819,100 98
5	269,09 2 98	444,983 95	3,716 12	29 18	1,037 86	251,021 57	70,405 80
7	50.52	18.56	1.57	1.05	0.18	28.11	

Cost per pupil, enrolled attendance: \$147.43

COLLEGIATE INSTITUTES AND

II. TABLE M-VALUE OF EQUIPMENT, DESTINATION

	Collegiate Institutes	High Schools	Totals
GENERAL EQUIPMENT:			
Library	\$89,361	\$84,256	\$173,617
Scientific Apparatus	164,908	133,642	298,550
Charts, Maps and Globes	14,424 7,169	19,109 10,621	33,533 17,790
Art Models	32,661	34,869	67,530
Biological Specimens	14,805	14,780	29,585
Equipment for Physical Culture	45,205	26,478	71,683
Gymnasium (not including equipment)	817,441	321,512	1,138,953
Museum	8,167	637	8,804
Aquarium, Herbarium, etc	1,409	131	1,540
Pictures	`22,017	13,672	35,689
Total Value of General Equipment, 1925-1926	\$1,217,567	\$659,707	\$1,877,274
MANUAL TRAINING DEPARTMENT EQUIPMENT:			
Woodwork	\$26,564	\$269	\$26,833
Woodturning		37	7,054
Forging			1,430
Machine Shop Practice	6,762		6,762
HOUSEHOLD SCIENCE DEPARTMENT EQUIPMENT:			
Cookery, Sanitation and Hygiene	27,698	2,727	30,425
Handiwork and Machine Sewing	3,310	504	3,814
Laundry Work	165	47	212
AGRICULTURAL DEPARTMENT EQUIPMENT:			
Value	6,222	9,071	15,293
Total Value of Special Equipment as per above eight			
items	\$79,168	\$12,655	\$91,823
Total Value of all Equipment, 1925-1926	\$1,296,735	\$672,362	\$1,969,097
Value of School Sites, Buildings and Furniture, 1925-	\$14.246.016	\$7.710.720	\$22.056.745
1926	\$14,346,016	\$7,710,729	\$22,056,745

HIGH SCHOOLS (Continued)

OF PUPILS, BOARDS OF EDUCATION, ETC.

	Collegiate Institutes	High Schools	Totals							
Religious and Other Exercises: Number of Schools in which the Bible or Selections therefrom used Schools opened with Prayer. Schools closed with Prayer Commencement Exercises	30 51 	88 133 6 99	118 184 6 147							
DESTINATION OF PUPILS: Commerce. Agriculture. The Trades. Colleges and Universities, including the Law School Normal and Model Schools. Other Schools. Other Occupations. Without Occupations.	723 2,624	1,075 1,193 514 385 733 1,068 1,176 743	3,223 1,768 1,247 1,372 1,456 3,692 2,620 1,979							

Boards of Education: Barrie, Brantford, Brockville, Chatham, Collingwood, Fort William, Guelph, Hamilton, Ingersoll, Kingston, Lindsay, London, Morrisburg, Napanee, Niagara Falls, Orillia, Owen Sound, Perth, Peterborough, Port Arthur, Renfrew, St. Catharines, St. Thomas, Sarnia, Smith's Falls, Stratford, Toronto, Walkerville, Windsor, Woodstock.

Almonte, Arnprior, Beamsville, Bracebridge, Bradford, Bridgeburg, Brighton, Caledonia, Campbellford, Carleton Place, Cayuga, Colborne, Dundas, Elora, Exeter, Fergus, Finch, Fort Frances, Gananoque, Gravenhurst, Grimsby, Harriston, Hawkesbury, Huntsville, Kemptville, Kenora, Kincardine, Listowel, Midland, Mount Forest, Newburgh, Newcastle, Niagara, Norwood, Oakville, Omemee, Oshawa, Paris, Parkhill, Parry Sound, Pembroke, Petrolia, Port Colborne, Port Dover, Port Perry, Port Rowan, Prescott, Richmond Hill, Shelburne, Simcoe, Thessalon, Uxbridge, Vienna, Wallaceburg, Wardsville, Watford, Weston, Whitby, Wiarton.

COLLEGIATE INSTITUTES AND

III. TABLE N-ATTENDANCE, PUPILS IN THE SCHOOLS

	Attendance				Number of Pupils in—			Number Pupils			
Collegiate Institutes	Number of Pupils on the Roll for the Year	Boys	Girls	Average Daily Attendance	Number Admitted for the First Time to a Secondary School	Lower School, Form I	Lower School, Form II	Middle School	Upper School	Municipalities Forming High School	Other Municipalities within the County or Territorial District
1 Barrie	502 1,061 489 406 172 261 161 293 512 434 227 489 1,562 774 218 803 360 474 1,553 172 288 263 344 429 2,212 387 328 663 367 435 6499 286 795 507 489 205 467 793 217 710 1,046 1,107 1,192 607 895 572 934 1,014 1990 298 1,049 298 1,049 298 1,049 298 1,049 298 1,049 298 1,049 298 1,049 298 1,049 298 1,049 298 1,049 298	240 508 236 209 68 120 128 208 202 99 238 647 353 344 209 706 74 122 171 127 282 103 164 182 331 1128 364 275 209 98 193 388 1133 399 640 655 67 5597 15,694	262 553 253 197 104 141 165 304 232 128 251 915 421 176 92 140 241 1,019 216 201 381 158 203 253 318 158 431 232 240 107 241 1,019 216 201 381 158 431 232 240 107 241 108 108 108 108 108 108 108 10	429 922 385 356 147 2199 264 457 382 196 447 1,317 668 181 690 320 410 1,349 148 261 227 318 365 1,843 345 286 577 210 329 403 5255 692 425 422 176 398 696 178 598 908 916 949 560 755 1,002 830 852 904 543 27,471	124 406 137 139 46 59 89 176 115 60 144 738 324 73 32 17 95 135 415 87 101 26 140 574 179 100 209 89 164 130 233 74 287 132 135 435 435 435 436 436 436 436 436 436 436 436 436 436	142 415 135 119 49 76 6100 2011 1211 66 6148 603 344 451 455 106 1011 114 165 7011 90 100 2599 162 159 253 97 164 451 166 1011 114 165 170 180 180 180 180 180 180 180 180 180 18	141 215 243 217 263 54 100 264 132	168 313 145 102 507 77 83 141 158 57 164 384 204 555 320 156 109 548 77 76 115 126 744 173 96 115 64 99 99 220 99 253 193 193 193 193 193 193 193 193 193 19	85 466 544 355 222 355 333 577 299 488 111 555 355 159 322 355 1544 433 255 422 221 411 388 268 477 277 438 489 477 277 438 489 477 277 277 438 488 866 999 388 667 112 811 988 266 999 377 376 376 376 376 376 377	603 870 916 927 1,011 66 197 938 344	195 196 104 143 93 85 444 7 164 68 96 159 81 133 41 125 446 165 20 26 79 127 95 146 40 123 29 211 167 95 124 500 109 54 90 123 31 73 2 25 211 20 37 101 108 209 5,163
	,,			, , , , , ,							

AND IN THE VARIOUS SUBJECTS, ETC.

of from—	Nu	mber of	Pupils occup	fron	n Fam	ilies w	hose I	lead		Numbe	er of Pu	pils in tubjects	the
Other Counties or Districts	Commerce	Agriculture	Law, Medicine, Dentistry, or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History
3 4 5 6 7 1 8 5 9 6 11 12 13 14 1 15 13 14 1 15 17 4 17 4 4 17	212 150 244 3 120 486 336 32 315 4 78 125 652 31 153 70 60 129 577 75 50 165 240 179 25 240 117 93 32 183 32 183 32 183 32 183 32 183 32 32 34 44 40 40 40 40 40 40 40 40 40 40 40 40	143 94 127 844 69 533 49 76 76 78 888 49 99 115 24 150 183 67 118 17 111 140 50 193 72 130 124 75 34 1100 50 193 194 195 196 197 197 197 197 197 197 197 197 197 197	16 56 11 8 8 14 6 6 12 30 10 24 78 39 6 39 12 9 11 12 18 10 10 10 10 10 10 10 10 10 10	66 57 715 	202 144 116 27 25 124 83 38 91 482 160 38 30 71 124 108 419 99 50 194 174 176 236 236 177 218 375 198 372 163 275 279 290 401 191 191 191 191 191 191 191 191 191 1	73 1499 222 711 93 733 133 57 211 266 638 1311 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 588 600 111 600 77 75 25 26 34 85 100 100 100 100 100 100 100 100 100 10	20 123 19 133 78 27 13 78 294 42 141 112 22 161 119 9 13 111 113 658 35 18 840 54 110 54 110 17 22 140 17 27 17 27 17 17 27 17 17 27 17 17 27 17 17 17 17 17 17 17 17 17 17 17 17 17	60 30 31 33 133 44 177 11 266 455 100 9 109 333 100 541 11 355 222 144 400 49 138 45 600 35 25 27 19 477 777 777	1344 83 98 128 125 76 62 131 259 188 59 405 53 362 26 21 68 125 22 42 240 80 80 81 131 146 40 110 110 110 110 110 142 90 142 91 91 91 91 91 91 91 91 91 91 91 91 91	432 990 476 372 141 241 247 483 408 185 458 1,317 670 201 786 340 340 385 1,448 160 276 260 302 395 1,800 369 328 663 240 347 431 610 282 2721 465 438 170 170 170 170 170 170 170 170	998 478 373 138 241 247 483 408 183 457 1,461 670 200 786 340 387 1,455 167 277 260 300 394 2,123 369 328 575 5227 346 431 605 282 732 472 438 168 452	128 362 146 117 49 72 922 176 125 66 150 513 240 82 228 56 165 308 48 101 101 91 164 717 72 203 303 483 154 145 45 45 45 45 45 45 45 45 45 45 45 45 4	99 187 94 32 31 59 56 80 92 266 82 255 143 41 167 70 90 319 43 56 61 126 61 35 64 156 126 72 201 102 129 43 72 201 102 129 43 86 52 186 183 230 230 136 162 215 214 189 49 49 229 92 6,517

III. TABLE N-ATTENDANCE, PUPILS IN THE SCHOOLS,

		INI	ımber	of Pup	ils in t	he Vari	ous Sub	jects	(Contin	ued)	
Collegiate Institutes	Ancient History	Modern History	Geography	Physiography	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Spanish	Italian	German
1 Barrie	899 1355 622 911 244 229 588 833 877 1477 755 622 244 225 311 388 61 522 3066 866 500 40 43 334 64 64 64 680 588 811 153 136 135 711 1411 2000 156 189 322 311 311 311 311 311 311 311 311 311	31 655 222 322 323 333 137 257 277 199 90 133 16 100 188 100 144 99 27 161 132 29 40 25 58 32 42 21 15 40 26 27 20 21 21 21 21 21 21 21 21 21 21 21 21 21	131 416 123 117 48 39 87 164 121 63 150 464 240 75 259 71 114 457 49 103 101 120 235 71 120 235 71 120 235 71 142 123 145 35 152 145 35 152 145 152 152 152 152 152 153 153 153 153 154 155 155 155 155 155 155 155 155 155	133 164 103 126 38 54 61 139 96 64 1133 268 185 358 50 67 67 68 71 578 84 83 112 45 85 96 138 66 211 113 121 46 110 121 121 46 110 121 121 122 123 124 125 126 126 127 127 127 128 129 129 129 129 129 129 129 129 129 129	158 374 171 117 35 114 57 182 104 134 592 188 60 184 73 125 342 53 63 67 69 159 533 85 126 128 129 129 134 134 134 134 134 134 134 134	307 527 243 240 90 121 223 343 262 110 353 806 363 125 526 240 255 1,033 96 156 149 207 1,342 211 147 296 138 207 213 245 245 245 245 245 245 245 245	308 308 520 202 246 113 144 105 225 524 358 244 685 114 124 1124 1177 146 1,134 193 145 215 36 370 17 402 304 412 441 124 113 145 246 114 115 247 146 146 1,134 193 194 195 196 196 196 196 197 197 197 197 197 197 197 197	42 52 48 211 15 18 26 30 30 25 70 28 11 35 33 42 13 21 21 21 21 21 21 21 21 21 21	430 942 368 356 104 224 221 481 398 485 1,310 590 190 750 300 303 383 1,454 404 2,098 371 295 456 243 358 274 404 42,098 371 1295 456 243 398 3100 457 210 574 458 458 458 458 458 458 458 45	24	12	18 51 11 4 12 10 9
52 Woodstock	71	32	198	136	128	338	244	31	531			22

AND IN THE VARIOUS SUBJECTS, ETC. (Continued)

1	Numl	ber of	Pupils	in the	· Vario	ous Sub	jects ((Conti	nued)		S	pecial	Course	es
Latin	Greek	Zoology	Botany	Chemistry	Physics	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science
1 381 2 688 3 336 4 286 5 101 6 176 7 195 8 423 9 413 10 121 11 479 12 1,052 13 614 14 163 15 562 16 302 17 325 18 1,352 19 91 20 21 257 22 331 23 309 24 1,590 25 375 28 172 29 356 30 258 31 520 32 209 33 442 35 361 36 16 37 344 38 433 39 166 40 686 41 963 44 963 44 963 44 943 44 944 44 94 44 94 94 9	8 12 6 6 6 5	83 15 130 76 115 52 142 90 79 60 96 51 100 62	112 339 49 140 58 86 62 98 47 157 352 250 110 135 37 344 49 51 106 104 222 96 60 104 222 96 25 16 17 17 17 17 17 17 17 17 17 17	97 160 253 185 182 36 69 183	73 134 110 51 220 218 207 260 171 125 208 159 224 32 31	208 87 	208 93 	212 93 	84 190 788 888 47, 511 77, 77, 77, 89 83 34 151, 1254 185, 58 105, 64 34 300 422 91, 55, 64 90 69, 88, 88, 88, 88, 88, 88, 89, 89, 80, 80, 80, 80, 80, 80, 80, 80, 80, 80	480 1,028 485 406 171 261 292 210 429 210 480 1,313 764 210 702 347 1,494 98 276 320 418 2,192 370 325 430 247 366 202 447 736 202 447 7706 1,003	208 	132 89 70 180 95 20 235 118	318 91 74 88 58 92 95 61 132 54 110 80 147 335 307 269 342 159	339 95 87 98 113 63 106 69 185 15 15 15 174 141 164 299 271 77 172 185
24,930	263	4,331	5,798	5,604	6,230	2,936	1,962	1,773	6,128	30,382	12,110	1,199	3.106	15,142

COLLEGIATE INSTITUTES AND III. TABLE N-ATTENDANCE, PUPILS IN THE SCHOOLS

		At	tendan		IENDA	Numbe	er of P		n—	Numb Pupils f	er of
High Schools	Number of Pupils on the Roll for the Year	Boys	Girls	Average Daily Attendance	Number Admitted for the First Time to a Secondary School	Lower School, Form I	Lower School, Form II	Middle School	Upper School	Municipalities Forming High School	Other Municipalities within the County or Territorial District
1 Alexandria. 2 Alliston. 3 Almonte. 4 Amherstburg. 5 Arnprior. 6 Arthur. 7 Athens. 8 Aurora. 9 Avonmore. 10 Aylmer. 11 Beamsville. 12 Belleville 13 Bowmanville. 14 Bracebridge 15 Bradford. 16 Brampton. 17 Bridgeburg. 18 Brighton. 19 Burford. 20 Burlington. 21 Caledonia. 22 Campbellford. 23 Carleton Place. 24 Cayuga. 25 Chapleau. 26 Chesley. 27 Chesterville. 28 Colborne. 29 Cornwall. 30 Deseronto. 31 Dundalk. 32 Dundas. 33 Dunnville. 34 Durham. 35 Dutton. 36 East York. 37 Elmira. 38 Elora. 39 Essex. 40 Exeter. 41 Fergus. 42 Finch. 43 Flesherton. 44 Forest. 45 Fort Frances. 46 Gananoque. 47 Georgetown. 48 Glencoe. 49 Gravenhurst. 50 Grimsby. 51 Hagersville. 52 Haileybury. 53 Hanover. 54 Harriston. 55 Hawkesbury.	385 80 105 204 150 110 143 161 105 97 165 178 186 116 128 139 139 149 149 149 149 149 149 149 149 149 14	40 78 72 44 64 69 45 32 61 81 81 88 51 36 57 54 92 48 33 37 92 48 48 48 48 48 48 48 48 48 48	65 42 78 76 111 80 94 60 118 57 104 104	117 104 156 128 131 63 171 96 163 165	51 35 42 1011 40 35 55 38 39 39 59 49 45 22 53 36 44 48 89 42	67 40 47 41 21 41 48 77 66 45 30 54 33 64 87 43	39 26 86 26 64 44	22 68 34 35 106 33 45 69 21 40 49 136 53 62 45 63 90 88 86 41 24 7 121 20 33 55 54 23 24 55 63 40 21 21 21 21 21 21 21 21 21 21 21 21 21	20 34 24 11 6 2 8 11 19 20 4 13 14 17 21 23	73 23 67 60 103 159 86 49 73 96 41 104 142	83 62 62 54 72 2 35 49 62 154 15 38 82 58 46 100 5 38 41 102 111 112 92 11 112 92 61 106 106 106 106 107 107 107 107 107 107 107 107 107 107

AND IN THE VARIOUS SUBJECTS, ETC. (Continued)

		N	umber Hea	of Pup	oils fro	m Fa		whose	inued		nber of S	Pupils in	the V	arious
-	Other Counties or Districts	Commerce	Agriculture	Law, Medicine, Dentistry, or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History
1 2 3 4 4 5 6 7 8 9 10 11 12 13 14 15 6 17 18 19 20 1 22 23 24 25 26 27 28 9 31 32 2 33 34 45 46 47 48 49 50 15 2 53 54 55 55 55 55 55 55 55 55 55 55 55 55	6 15 4 2 1 1 4 3 5 20 15 5 5 21 40 28 29 1 6 11 6 24 11 11	16 19 19 15 25 59 18 8 9 20 125 26 42 9 39 19 3 3 6 6 48 40 39 2 5 2 2 2 4 2 9 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	69 90 37 41 74 70 65 73 33 86 61 11 112 61 44 89 108 20 47 65 598 60 70 64 63 55 53 58 49 76 19 62 43 80 80 80 80 80 80 80 80 80 80	6 2 4 3 12 6 2 4 4 2 3 5 11 2 6 6 6 3 2 2 3 1 6 2 5 3 5 3 3 3 4 2 4 4 12 3 6 5 5 4 2 6 5 7 8 6 2 8 6 5 9	2 1 1 1 1 2 6 3 1 1 3 6 8 8 1 1 1 1 1 1 1 1 1 1 1 1 1	9 15 16 33 34 12 23 16 16 38 6 6 70 33 9 8 25 20 27 49 22 25 12 7 7 108 16 5 3 3 7 10 10 10 10 10 10 10 10 10 10 10 10 10	10 14 28 13 92 11 14 26 6 23 21 39 3 3 18 28 11 2 24 28 27 38 13 14 20 9 9 12 50 42 23 51 10 11 10 10 10 10 10 10 10 1	11 10 14 9 52 8 6 47 5 4 42 22 51 18 15 17 47 47 7 57 11 11 4 10 11 4 10 11 4 10 11 11 11 11 11 11 11 11 11 11 11 11	6 14 13 4 1 6 6 6 9 1 30 4 6 5 11 5 19 17 2 4 8 8 4 9 5 5 2 2 2 9 3 3 8 8 3 2 2 6 6 7 1 6 6 3 8 8 8 7 15 2 6 15 2	32 44 36 88 38 21 83 15 48 34 94 44 36 20 54 49 68 59 33 23 33 44 29 31 111 5 32 32 31 41 41 25 35 37 44 41 41 41 41 41 41 41 41 41 41 41 41	127 155 122 261 123 95 178 48 151 173 500 148 180 129 273 122 86 83 209 158 190 243 112 51 133 101 91 345 69 105 198 140 110 122 161 103 97 157 160 186 116 77 130 129 203 158 90 158	127 155 122 276 123 95 179 55 151 174 501 149 180 129 273 122 86 75 209 158 190 200 111 51 133 101 11 90 352 80 110 110 129 129 130 140 140 150 160 160 160 160 160 160 160 160 160 16	62 288 40 52 888 384 45 18 54 70 199 44 64 38 36 49 65 81 32 16 38 37 36 134 42 25 29 61 63 38 38 44 45 81 81 81 81 81 81 81 81 81 81	19 30

COLLEGIATE INSTITUTES AND III. TABLE N—ATTENDANCE, PUPILS IN THE SCHOOLS

			ımber			the Var	ious Sul	bjects (Contin	ued)		
High Schools	Ancient History	Modern History	Geography	Physiography	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Spanish	Italian	German
1 Alexandria 2 Alliston 3 Almonte 4 Amherstburg 5 Arnprior 6 Arthur 7 Athens 8 Aurora 9 Avonmore 10 Aylmer 11 Beamsville 12 Belleville 13 Bowmanville 14 Bracebridge 15 Bradford 16 Brampton 17 Bridgeburg 18 Brighton 19 Burford 20 Burlington 21 Caledonia 22 Campbellford 23 Carleton Place 24 Cayuga 25 Chapleau 26 Chesley 27 Chesterville 28 Colborne 29 Cornwall 30 Deseronto 31 Dundalk 32 Dundas 33 Dunnville 34 Durham 35 Dutton 36 East York 37 Elmira 38 Elora 39 Essex 40 Exeter 41 Fergus 42 Finch 43 Flesherton 44 Forest 45 Fort Frances 46 Gananoque 47 Georgetown 48 Glencoe 49 Gravenhurst 50 Grimsby 51 Hagersville 52 Haileybury 53 Hanover 54 Harriston 55 Hawkesbury	29 28 55 15 42 26 34 34 33 30 27 12 33 34 43 30 26 13 31 31 31 31 31 31 31 31 31	16 13 8 10 17 66 716 4 100 133 5 5 5 	56 43	32 19 45 36 35 26 22 32 64 44 27	32 44 37 29 87 38 21 57 14 45 50 36 65 20 44 45 50 36 31 32 33 38 36 32 31 32 32 33 38 36 31 32 31 32 31 32 31 32 31 32 31 32 31 32 32 32 32 32 32 32 32 32 32 32 32 32	63 95 246 49 75 89 105 67 78 122 74 35 112 88 101 65 40 80 57 89 96 119 43 101 48 112 911 88	92 63 154 45 39 118 106 100 63 58 29 711 47 44 168 24 54 58 59 60 65 65 65 65 65 65 66 66 66 66 66 66 66	13 10 24 6 10 10 5 11 15 7 7 20 10 20 10 13 19 13 3 9 2 9 7 8 8 8 8 8 8 7 6 6 10 10 10 10 10 10 10 10 10 10 10 10 10	109 93 81 125 70 194 154 69	22		

HIGH SCHOOLS (Continued)

AND IN THE VARIOUS SUBJECTS, ETC. (Continued)

	N	umb	er of I	Pupils i	in the	Variou	ıs Sub	jects ((Continu	ued)		S	pecial	Course	es
	Latin	Greek	Zoology	Botany	Chemistry	Physics	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science
1 22 3 4 5 6 6 7 8 9 10 111 122 13 3 4 4 15 16 6 17 8 19 20 21 22 23 22 4 25 5 26 6 27 7 8 29 30 0 31 1 32 2 3 3 3 3 4 4 4 4 5 5 6 4 7 4 8 4 9 9 5 11 5 2 5 3 3 5 4 5 5 5	112 115 98 91 254 56 67 107 39 81 119 357 132 115 270 67 73 53 180 110 129 186 86 53 77 56 80 249 46 67 21 93 180 131 163 180 180 180 180 180 180 180 180 180 180	10	71 43 33 33 80 57 16 48 59 5 10 32 174 23 28 4 4 56 43 44 23 24 40 30 31 74 24 24 38 32 49 16 40 25 36 40 40 40 40 40 40 40 40 40 40	71 34 39 93 72 23 53 18 56 72 5 10 36 1 1 53 35 54 4 58 52 57 33 31 88 43 35 34 93 32 93 22 63 43 43 54 42 9 21 35 51 40 42 54 42 54 42 55 44 65 66 56 66 66 66 66 66 66 66 66 66 66	7 28 17 25 20 34 10 35 7 102 20 12 30 69 24 10 20 10 33 33 30 32 30 8 8 34 4 10 55 9 9 27 24 41 10 22 43 41 41 41 41 41 41 41 41 41 41 41 41 41	23 366 27 21 366 488 59 21 38 582 38 582 38 14 24 39 25 35 31 43 43 43 43 43 43 43 43 43 43	132 132 36 38 38 38 38 38 38 38 38 38 38	132 28 35 56 38 38 24 8 33	30 30 35 30 35 31 32 33 33 33 34 34 34	63 22 37 45 114 36 17 28 101 51 23 40 42 22 31 43 101 51 23 40 42 22 32 32 35 35 40 42 22 31 43 40 42 22 31 43 45 45 45 47 47 47 48 48 48 48 48 48 48 48 48 48 48 48 48	129 163 127 122 296 123 183 182 63 160 180 522 154 183 128 287 123 86 98 213 164 203 241 117 79 133 101 116 373 78 105 202 148 110 142 161 1103 160 171 185 1166 78 133 128 128 110 142 161 110 142 161 110 156 156 158 123 123 123 123 123 123 123 123 123 123	35 132	122 95 123 132 153	25	25

III. TABLE N-ATTENDANCE, PUPILS IN THE SCHOOLS

Second S			Attenda	nce			Numb				umber Pupils
56 Huntsville 129 44 85 106 41 42 39 48 86 42 57 Iroquois 116 43 73 104 21 37 26 42 11 40 72 58 Kemptville 180 74 106 147 29 39 40 69 32 64 92 59 Kenora 219 104 115 188 72 96 67 50 6 211 60 60 Kincardine 176 78 98 136 52 61 33 57 25 96 62 21 61 Kingsville 142 59 83 111 43 48 38 41 15 79 66 61 Xingsville 412 59 83 111 43 48 38 41 15 79 23 73 37 23 30 41 </td <td>High Schools</td> <td>oof Pupils</td> <td>Girls</td> <td>Average Daily Attendance</td> <td>Number Admitted for the First Time to a Secondary School</td> <td></td> <td>Lower School, Form II</td> <td>Middle School</td> <td>Upper School</td> <td>Municipalities Forming High School</td> <td>Other Municipalities within the County or Territorial District</td>	High Schools	oof Pupils	Girls	Average Daily Attendance	Number Admitted for the First Time to a Secondary School		Lower School, Form II	Middle School	Upper School	Municipalities Forming High School	Other Municipalities within the County or Territorial District
75 Mount Forest. 148 59 89 131 37 52 36 33 27 81 37 76 Nepean 224 97 127 197 96 92 44 57 31 189 27 77 Newburgh 95 45 50 75 31 35 20 40 24 77 Newburgh 95 45 50 75 31 35 20 40 24 77 Newburgh 95 45 50 75 31 35 20 40 24 77 Newburgh 95 45 50 75 31 35 20 40 24 77 Newburgh 95 45 50 75 31 35 20 40 24 77 Newburgh 95 45 50 75 31 35 20 40 24 77 Newburgh 95 45 50 75 31 35 20 40 24 77 Newburgh 95 45 50 75 31 35 20 40 24 77 Newburgh 95 31 21 69 89 22 35 116 22 38 Newmarket 328 138 190 195 80 100 90 99 39 168 15 81 Niagara 53 19 34 45 12 15 17 21 45 82 Niagara Falls, S. 238 130 108 206 81 73 54 91 20 137 98 83 Norwich 132 50 82 115 32 38 34 46 14 55 66 84 Norwood 101 42 59 83 17 19 31 40 11 47 47 48 50 Oakville 234 96 138 187 69 84 42 91 17 138 78 86 Omemee 47 24 23 43 9 9 14 24 30 18 80 Nawa 402 233 169 357 109 130 121 132 19 374 18 9 Paris 162 76 86 139 48 69 32 48 13 114 49 Parkhill 112 44 68 85 31 34 32 32 14 37 65 49 Parkhill 112 44 68 85 31 34 32 32 14 37 65 49 Parkhill 112 44 68 85 31 34 32 32 14 37 65 49 Parkhill 112 44 68 85 31 34 32 32 14 37 65 49 Parkhill 112 44 68 85 31 34 32 32 14 37 65 40 29 Pembroke 327 180 147 264 102 132 50 116 29 291 39 Penetang shene 124 61 63 97 40 51 31 31 11 117 95 Plantaganet 72 30 42 62 28 29 17 26 50 29 19 Parkhill 121 39 71 116 167 75 80 56 53 24 110 10 95 Plantaganet 72 30 42 62 28 29 17 26 50 29 17 26 50 29 18 Part Hope 244 106 138 225 108 66 79 76 23 155 89 100 Port Power 74 34 40 63 26 27 21 26 57 19 9 Port Hope 244 106 138 225 108 66 79 76 23 155 80 100 Port Rowan 53 19 34 43 16 16 16 15 22 16 30 102 Prescott 166 68 98 147 50 60 47 46 13 117 76 99 100 Port Rowan 53 19 34 43 16 16 16 15 22 16 30 102 Prescott 166 68 98 147 50 60 47 46 13 117 76 90 100 Port Rowan 53 19 34 43 16 16 16 15 22 49 100 Scarborough 236 104 132 199 96 104 68 43 21 224 107 Shelburne 98 41 57 88 32 35 22 32 9 36 6 108 Simcoe	57 Iroquois. 58 Kemptville. 59 Kenora. 60 Kincardine. 61 Kingsville. 62 Lakefield. 63 Leamington. 64 Listowel. 65 Lucan. 66 Madoc. 67 Markdale. 68 Markham. 69 Meaford. 70 Midland. 71 Milton. 72 Mimico. 73 Mitchell. 74 Morewood. 75 Mount Forest. 76 Nepean. 77 Newburgh. 78 Newcastle. 79 New Liskeard. 80 Newmarket. 81 Niagara. 82 Niagara Falls, S 83 Norwich. 84 Norwood. 85 Oakville. 86 Omemee. 87 Orangeville. 88 Oshawa. 89 Paris. 90 Parkhill. 91 Parry Sound. 92 Pembroke. 93 Penetang'shene. 94 Petrolia. 95 Plantaganet. 96 Port Colborne. 97 Port Dover. 98 Port Elgin. 99 Port Hope. 100 Port Perry. 101 Port Rowan. 102 Prescott. 103 Richmond Hill 104 Ridgetown. 105 Rockland. 106 Scarborough. 107 Shelburne. 108 Simcoe. 108 Simcoe. 109 Smithville.	le	444 85 43 73 43 73 43 73 43 73 43 106 04 115 78 98 83 152 03 126 339 57 69 44 75 85 81 121 335 146 667 124 88 126 64 66 222 222 220 26 259 89 97 127 45 50 220 26 23 33 19 34 33 169 34 43 33 169 44 68 80 146 43 58 98 106 33 169	106 104 147 188 136 111 72 230 204 74 90 93 130 171 246 173 191 115 33 131 197 75 45 206 115 83 187 43 173 195 45 206 115 83 187 43 173 187 187 187 187 187 187 187 187 187 187	41 21 29 72 52 43 37 94 69 15 54 99 26 48 38 38 38 38 37 7 37 96 31 11 69 80 12 81 17 69 48 31 11 11 16 16 16 16 16 16 16 16 16 16 16	42 377 399 611 488 37 103 72 288 499 266 522 666 1000 177 1177 433 752 92 355 111 89 100 155 73 388 199 84 97 77 132 130 130 150 151 160 160 170 170 170 170 170 170 170 17	39 26 40 67 33 38 23 31 31 47 83 51 47 83 51 47 34 42 20 90 17 54 34 31 42 22 90 17 54 31 42 42 42 42 42 42 42 42 42 42 42 42 42	48 42 69 50 57 41 30 71 50 32 35 35 35 35 41 66 81 56 40 21 35 99 21 46 40 91 24 70 132 48 32 46 116 25 26 26 27 26 27 27 28 28 28 28 28 28 28 28 28 28 28 28 28		86 40 64 211 96 79 41 185 77 36 63 63 60 59 132 246 82 144 67 355 81 189 24 38 116 168 45 137 137 138 300 117 374 114 37 110 50 50 112 57 49 117 110 50 112 57 49 117 110 50 112 117 110 111 117 110 111 117 119 110 111 111 111 111 111 111	43 75 97 5 80 62 49 94 129 60 57 41 85 69 33 108 69 59 70 8 27 151 8 92 68 42 79 144 62 31 34 47 102 22 73 149 149 149 149 149 159 169 169 169 169 169 169 169 16

AND IN THE VARIOUS SUBJECTS, ETC. (Continued)

of from—	N	lumber He	of Pupils ad is occu	from Fa	umilies pelow—	whose			umber o Vario	of Pupil us Subj	s in the	
Other Counties or Districts	Commerce	Agriculture	Law, Medicine, Dentistry, or the Church Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History
56 57 1 58 19 59 3 60 61 1 62 63 1 64 23 65 68 16 69 1 77 1 72 1 73 4 74 9 75 30 76 11 77 1 78 79 3 80 9 81 82 9 84 12 85 17 86 4 87 41 88 9 84 12 85 17 86 4 87 41 10 91 3 92 2 93 94 1 95 97 3 98 1 99 97 3 98 1 99 91 3 92 2 93 94 1 95 96 97 3 98 1 99 100 4 101 102 103 104 1 105 2 106 3 107 1 108 109 6 110 2	25 14 16 30 30 30 30 35 56 36 13 22 25 18 25 58 28 20 3 3 5 42 44 46 55 22 18 11 11 11 11 11 18 18 19 19 19 19 19 19 19 19 19 19	30 73 99 77 77 60 47 116 113 59 90 75 55 26 36 36 36 71 54 59 19 17 107 15 50 81 21 81 42 44 45 49 87 41 41 42 44 40 40 40 40 40 40 40 40 40 40 40 40	4 3 20 6 1 10 1 13 4	21 21 35 27 11 17 51 11 14 44 13 22 48 48 44 49 25 88 44 44 22 48 48 49 25 88 40 40 40 40 40 40 40 40 40 40	200 100 104 22 100 133 229 8 6 6 11 16 244 655 21 47 2 2 2 2 1 47 7 5 5 15 31 1 1 1 1 1 5 6 9 9 9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	30 724 222 155 200 12 133 188 200 3 3 339 155 6 6 6 7 311 100 188 3 3 12 7 7 331 343 339 15 6 5 6 5 7 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	14 18 18 18 11 2 11 3 11 2 10 10 	47 19 41 33 39 21 87 53 19 14 32 30 80 51 80 43 13 146 39 20 25 102 54 34 25 27 25 32 18 51 56 13 46 21 28 67 41 27 76 19 27 76 19 27 76 19 18	106 1000 165 213 156 132 90 261 184 89 114 98 95 188 209 123 44 124 205 95 46 146 278 53 222 130 81 190 47 71 169 392 159 119 121 132 144 215 159 169 179 179 189 189 189 189 189 189 189 189 189 18	124 101 165 212 161 131 90 261 180 90 111 98 96 191 263 188 209 123 44 128 206 95 46 276 53 224 148 206 95 46 146 276 53 29 10 11 11 12 12 13 14 14 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	42 277 477 95 36 522 40 96 755 277 102 82 139 43 12 38 44 43 55 95 15 74 41 18 70 967 130 54 31 147 80 27 82 27 36 67 43 43 43 43 43 43 44 41 41 41 41 41 41 41 41 41 41 41 41	299 299 344 366 199 343 369 533 322 166 144 288 388 366 577 40 222 266 188 288 288 533 111 288 289 299 166 40 123 29 388 89 299 166 40 123 37 166 188 45 37 166 188 45

III. TABLE N-ATTENDANCE, PUPILS IN THE SCHOOLS

		111.	Tumba				riana S					
		N	umbei	or Pu	ipiis in	the Va	rious S	ubjects	Cont	mue	(u)	
High Schools	Ancient History	Modern History	Geography	Physiography	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Spanish	Italian	German
56 Huntsville. 57 Iroquois. 58 Kemptville. 59 Kenora. 60 Kincardine. 61 Kingsville. 62 Lakefield. 63 Leamington. 64 Listowel. 65 Lucan. 66 Madoc. 67 Markdale. 68 Markham. 69 Meaford. 70 Midland. 71 Milton. 72 Mimico. 73 Mitchell. 74 Morewood. 75 Mount Forest. 76 Nepean. 77 Newburgh. 78 Newcastle. 79 New Liskeard. 80 Newmarket. 81 Niagara. 82 Niagara Falls, S. 83 Norwich. 84 Norwood. 85 Oakville. 86 Omemee. 87 Orangeville. 88 Oshawa. 89 Paris. 90 Parkhill. 91 Parry Sound. 92 Pembroke. 93 Penetanguishene. 94 Petrolia. 95 Plantaganet. 96 Port Colborne. 97 Port Dover. 98 Port Elgin. 99 Port Hope. 100 Port Perry. 101 Port Rowan. 102 Prescott. 103 Richmond Hill. 104 Ridgetown. 105 Shelburne. 108 Simcoe. 109 Smithville. 110 Stirling.	20 177 214 199 77 199 30 188 21 206 23 360 23 36 20 23 37 19 17 35 36 21 36 21 36 21 37 37 37 39 40 40 40 40 40 40 40 40 40 40 40 40 40	30 30 30 30 30 30 30 30 30 30	41 26 37 58 35 46 37 104 70 22 42 33 32 66 100 78 82 44 7 39 60 27 84 73 38 175 130 37 155 130 37 155 157 157 157 157 157 157 15	33 27 43 45 59 38 23 66 52 22 17 34 41 52 54 66 24 12 33 47 19 17 54 36 26 32 17 54 36 26 37 37 47 57 57 57 57 57 57 57 57 57 57 57 57 57	39 26 46 94 35 45 23 98 55 21 16 32 51 49 109 33 48 94 20 115 17 52 36 27 60 15 64 121 60 33 65 50 15 64 121 121 121 121 121 121 121 121 121 12	66 53 134 212 75 85 58 159 145 54 83 70 113 127 212 107 93 74 21 95 92 66 43 89 134 147 152 85 35 35 96 30 118 215 107 161 416 417 1617 1617 1617 1617 1617 1	50 40 116 80 18 777 233 148 83 500 46 68 1115 125 76 17 77 119 40 14 60 135 38 100 66 59 108 24 79 118 117 77 49 100 143 65 95 100 143 145 146 147 147 149 149 149 149 149 149 149 149 149 149	3 13 3 150 11 	83 87 150 147 150 116 78 83 72 72 72 112 118 195 137 160 83 18 119 173 160 83 18 179 173 160 32 144 262 223 103 69 125 145 226 35 147 147 147 147 147 147 147 147 147 147			1 18 12 27 16

AND IN THE VARIOUS SUBJECTS, ETC. (Continued)

		Nun	iber of	Pupils	in the	e Vario	ous Sul	ojects	(Conti	nued)		S	pecial	Course	es
	Latin	Greek	Zoology	Botany	Chemistry	Physics	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science
56 57 58 59 60 61 62 63 64 65 66 67 70 77 78 79 80 81 82 83 84 84 85 86 91 92 93 94 94 95 96 96 97 97 97 97 97 97 97 97 97 97 97 97 97	122 36 136 65 145	2 2 3 3 3 3 2 3 3 3 3 3 3 3 3 3 3 3 3 3	333 204 415 100 355 211 3 54 224 9 311 27 533 8 455 512 577 1.7 47 27 47 27 47 27 47 27 47 27 47 27 47 27 31 31 31 31 31 31 31 31 31 31 31 31 31	41 25 40 26 9 50 377 32 52 76 8 8 79 27 56 11 24 25 60 15 48 37 32 32 32 32 32 32 32 32 32 32	144 100 255 39 45 31 23 45 25 18 28 28 29 25 31 40 65 65 65 65 36 17 38 39 42 27 47 47 47 47 47 47 47 47 47 47 47 47 47	20 10 31 25 72 19	35 47 	555	24 51 57 35 57 35 4 4 4 48	34 29 38 	129 116 178 212 176 140 90 266 225 96 121 101 159 200 281 191 201 8 130 44 147 224 46 310 53 232 132 99 231 23 219 390 161 109 211 325 124 89 241 107 51 166 225 175 62 234 87 137	48 117 43 57 35 54 77 28 37	149 122 77 45 146 147 108		81 577

COLLEGIATE INSTITUTES AND III. TABLE N—ATTENDANCE, PUPILS IN THE SCHOOLS

		At	ttendan	ce		Nun	iber of	Pupil	s in—	N	Number Pupils
High Schools	Number of Pupils on the Roll for the Year	Boys	Girls	Average Daily Attendance	Number Admitted for the First Time to a Secondary School	Lower School, Form I	Lower School, Form II	Middle School	Upper School	Municipalities Forming High School	Other Municipalities within the County or Territorial District
111 Streetsville 112 Sudbury 113 Sydenham 114 Thessalon 115 Thorold 116 Tillsonburgh 117 Timmins 118 Trenton 119 Tweed 120 Uxbridge 121 Vienna 122 Walkerton 123 Wallaceburg 124 Wardsville 125 Waterdown 126 Waterford 127 Watford 128 Welland 129 Weston 130 Whitby 131 Wiarton 132 Williamstown 133 Winchester 134 Wingham 1 Totals, High Schools	90 287 131 98 122 243 198 257 145 177 22 112 221 52 117 784 254 477 156 148 99 156 191	139 53 32 51 115 73 112 66 85 57 99 19 52 22 22 22 42 77 80	78 666 71 128 125 145 79 92 122 55 122 333 65 49 96 135 253 90 86 57 79 111	3 247 3 111 79 104 198 148 220 115 159 177 99 177 43 43 217 387 127	255 900 377 255 399 622 766 799 400 433 77 299 822 155 377 311 399 933 1544 388 255 466 388	25 120 46 26 39 80 80 95 41 50 7 7 33 88 14 42 32 2 43 102 150 45 49 45 49 45 46 47 48 48 48 48 48 48 48 48 48 48 48 48 48	5 6 64 6 26 3 30 7 4 7 4 1 51 6 6 60 4 0 4 0 4 1 6 6 60 4 0 4 1 4 2 7 2 8 2 8 3 9 7 2 8 3 9 2 8 3 9 3 9 3 1 13 3 3 4 3 4 3 4 4 4 4 4 4 4 4 4	4 83 5 45 6 45 8 38 4 70 8 88 4 20 8 88 4 20 8 88 4 20 8 88 8 42 9 41 1 52 1 67 1 158 8 45 8 5 8 5 8 5 8 5 8 5 8 5 8 5 8	8 14 14 14 14 22 39 11 1 9 11 1 1 1 1 1 1 1 1 1 1 1 1 1	85 199 129 75 92 139 145 181 57 71 222 54 137 15 95 25 25 25 22 158 188 49 100 98 78	88 23 26 35 53 18 88 10 57 48 21 16 52 89 95 272 107 35 174 81
2 Totals, Collegiate Institutes					10,130	10,694				26,139	ĺ
3 Grand Totals, 1925-1926 4 Grand Totals, 1924-1925	53,512 52,116				16,841 16,978	18,170 18,312				38,769 37,510	
5 Increases 6 Decreases	1,396	681	715	718	137	142	317	617	604	1,259	53
7 Percentages		47.11	52.89	85.13	31.47	33.95	25.81	31.39	8.85	72.45	24.44

AND IN THE VARIOUS SUBJECTS, ETC. (Continued)

of from	1	N	lumber Head	of Pur	oils fro	om Fa	milies	whose				of Pup	ils in th	ie
	Other Counties or Districts	Commerce	Agriculture	Law, Medicine, Dentistry, or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History
111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134	5 4 69 96 13 36 16 6 6 11 33 11 17 4 16	133 488 88 199 95 513 533 311 177 222 466 66 211 111 111 115 44 103 177 200 23 331	53 83 14 14 102 8 73 67 95 14 46 68 37 51 48 94 52 99 53 51 76 88 87	1 156 1 111 66 63 34 37 7 22 55 22 7 111 288 9 4 115 66 66 66 66 66 66 66 66 66 66 66 66 66	1 3 1 1 1 2 2 2 1 2 2 2 2 8 8	9 64 177 83 46 41 71 129 322 1 122 300 71 127 34 47 47 47	44 64 55 177 100 177 72 466 8 14 55 8 14 222 77 6 45 45 100 8 9 9 9 9 9	8 80 3 3 12 2 12 18 7 2 10 2 18 10 3 5 5 5 14 11 19 26 10 10 11 11 11 11 11 11 11 11 11 11 11	1 5 8 8 8 3 2 2 2 2 3 3 3 48 7 7 7 4 1 4 1 4		89 2811 1311 98 19 2322 195 257 135 163 22 92 2111 78 132 251 442 142 142 128 92 92 213 147	888 2811 1311 98 1200 2333 1933 257 137 1644 222 209 52 1111 788 137 2500 4422 1442 104 94 139 175	25 114 43 21 39 66 66 82 92 52 52 52 32 42 55 42 55 52 32 49 55 42 52 52 52 52 52 52 52 52 52 52 52 52 52	24 47 38 19 22 46 24 52 31 39 9 27 20 10 21 13 36 36 123 36 31 24 24 24 24 25 27 45 27 27 27 27 27 27 27 27 27 27 27 27 27
	,081	3,334	7,718			3,995 8,009		1,933	751 1,370	4,923 6,212	,		7,340 10,435	4,022 6,517
2	586	8,873		1,377									17,775	
	,667	12,207 11,857									49,527 48,896	49,710		10,339
5 6	84	350	575	39	261	948		396		37	631	256	24	357
	3.11	22.81	21.93		1.43	22.43	10.68	12.70	3.96	20.81	92.55	92.91	33.22	19.69

COLLEGE INSTITUTES AND III. TABLE N-ATTENDANCE, PUPILS IN THE SCHOOLS

		Nun	nber o	f Pupi	ls in tl	he Vari	ous Sut	jects	(Contin	ued)	
High Schools	Ancient History	Modern History	Geography	Physiography	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Spanish	Italian	German
111 Streetsville	18 35 26 23 12 37 11 30 26 28 4 4 20 26 7 5 8 8 20 33 82 20 30 14 19 20 20 20 20 20 20 20 20 20 20 20 20 20	3 9 2 311 10 111 19 5 5 	25 96 42 22 39 66 82 90 41 51 27 88 14 47 73 40 102 153 40 50 32 53 51	257 27 14 45 72 51 60 42 41 13 37 22 34 24 24 25 32 65 109 25 37 48	25 54 36 11 43 68 53 60 42 46 13 20 20 36 25 32 66 110 44 45 27 41 47	49 209 74 49 68 168 115 123 99 60 114 29 47 45 104 152 138 84 84 87 77 62 93	43 125 75 31 67 149 86 108 84 52 18 18 76 29 39 37 77 113 17 58 82 82	4 15 10 3 23 310 9 122 15 6 7 20 13 37 12 4 6 10 10 10 10 10 10 10 10 10 10 10 10 10	81 216 93 53 111 199 120 196 121 114 19 76 107 38 94 58 126 230 421 117 98 85 117			16
1 Totals, High Schools 2 Totals, Collegiate Institutes							9,502 14,655		16,263 27,910		12	245 1,501
3 Grand Totals, 1925-1926 4 Grand Totals, 1924-1925									44,173 41,980			1,746 1,685
5 Increases	53	587	51	175			892	480			12	61
7 Percentages	14.76	5.32	30.82	22.95	27.96	56.84	45.14	5.90	82.55	. 41	. 2	3.26

AND IN THE VARIOUS SUBJECTS, ETC. (Concluded)

Nun	nber o	of Pu	upils i	n the V	Variou	s Subj	ects (Conclu	ıded)			Sı	pecial (Course	es
-	Latin	Greek	Zoology	Botany	Chemistry	Physics	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science
111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 127 128 129 130 131 132 133 134	76 179 100 41 83 215 125 201 98 109 71 100 37 92 21 365 106 69 84 103 104	2		500 1033 466 244 400 711 800 911 466 566	3 17 14 5 19 13 51 49 97 45	144 699 33 222 233 588 377 477 35 277 144 188 255 433 	23 12 245	20 12 45	20 14 23	25 99 38 17 34 137 27 29 39 122 21 37 20 45 21 38 103 154 26	87 280 131 98 122 243 196 257 141 175 221 51 117 78 153 254 292 154 98 166 188		79 74 69 112	180	100
	4,851		1								20,916		2,367	205	575
2 2	4,930	263	4,331	5,798	5,604	6,230	2,936	1,962	1,773	6,128	30,382	2,110	1,199	3,106	3,142
			}								51,298				
4 3	8,777	352	8,730	11949	9,617	10684	4,134				49,959				
6.	1,004	23	288	926	280	507	191	265	467	147	1,339	326	510	1,067	26 8
7	74.34	.61	15.78	20.60	17.45	19.02	7.37	5.52	5.36	21.71	95.86	5.71	6.66	8.05	6.95

IV. TABLE O-ATTENDANCE OF PUPILS BY

							L	owe	Sc	hool	, Fo	rm i	I						
						Вс	ys									Gir	s		
Collegiate Institutes	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
1 Barrie. 2 Brantford. 3 Brockville. 4 Chatham. 5 Clinton. 6 Cobourg. 7 Collingwood. 8 Fort William. 9 Galt. 10 Goderich. 11 Guelph. 12 Hamilton, Central. 13 Hamilton, Delta. 14 Ingersoll. 15 Kingston. 16 Kitchener-Wat'loo. 17 Lindsay. 18 London. 19 Morrisburg. 20 Napanee. 21 Niagara Falls. 22 North Bay. 23 Orillia. 24 Ottawa. 25 Owen Sound. 26 Perth. 27 Peterborough. 28 Picton. 29 Renfrew. 30 Port Arthur. 31 St. Catharines. 32 St. Mary's. 33 St. Thomas. 34 Sarnia. 35 Sault Ste. Marie. 36 Seaforth. 37 Smith's Falls. 38 Stratford. 39 Strathroy.		2	3 2 6 8 3 1 1 122 3 3 4 6 2 2 3	10 28 10 7 6 40 14 17 14 21 13	122 155 500 77 122 24 222 209 14 74 40 122 25 25 25 25 25 25 25 25 25 25 25 25 2	3 10 20 26 20 61 8 10 27 6 22 25 25 13 34 21 11 21 18 21 18 21 21 21 21 21 21 21 21 21 21 21 21 21	14 2 14 9 4 1 12 8	3 6 1 1 4 2 3 3 2 2		1		1	1	2 2 1 1 2 2 2 4 2 2 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		15 16 40 17 9 8 46 18 31 23 19 8 17	25 77 15 11 32 24 9 30 82 68 15 42 9 17 78 44 6 9 25 57 77 23 23 40 40 15 59 27 10 27 10 20 20 40 40 40 40 40 40 40 40 40 40 40 40 40	13	13 6 1 13 6 6 20 4
Toronto: 40 Bloor 41 Harbord 42 Humberside 43 Jarvis 44 Malvern 45 North 46 Oakwood 47 Parkdale 48 Riverdale 49 Vankleek Hill 50 Walkerville 51 Windsor 52 Woodstock		2 4	2 36 1 19 1 19 1 10 1 10 1 10 1 10 1 10 1 10	50 48 50 48 1 12 55 59 44 63 44 44 43 11 13	765 57 575 57 58 55 37 49 49 49 49 49 49 49 49 49 49 49 49 49	5 53 7 21 7 36 8 32 9 31 7 27 7 25 2 20 2 20 2 20 2 20 2 3 3 5 3 3 5 3 5 3 5 3 5 3 5 3 5 3 5 3	2 23 6 15 2 23 10 9 2 3 10 9 2 3 10 9 2 11	B 6 1 1 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						22	19 3 5 27 22 17 11	36 65 55 15 38 38 54 46 52 10 17 52 15 15 15 15 15 15 15 15 15 15 15 15 15	644 311 522 593 433 594 614 724	15 36 33 32 31 20 30 30 5 32 30 31 32 32 30 30 30 30 30 30 30 30 30 30 30 30 30	18 5 5 18 11 4 6 7 2 1 1 1 1 6 6 7 6 6 7 6 6 6 6 7 6 7 6 7 8 7 8 7 8

AGE, SEX AND GRADE

													Lov	ver	Sc	hoo	1, F	orı	n II								-
1										I	Воуя	S									G	irls					_
- Charles - Char	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
1 2 3 4 4 5 6 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 3 34 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39	4 2 2 1 1 2 2 3 4 4 1 1 1 2 2 2	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				1	3 2 1 1 1 1 1 2 1 2 1 1	9 9 7 7 5 1 1 1 1 1 1 5 3 3 3 4 5 3 4 4 5 3 4 5 1 6 2 6 6 6 6 6 7 8 7 8 7 8 8 7 8 7 8 7 8 8 7 8 7	12 46 16 32 4 4 3 14 20 4 22 8 17 7 7 5 10 42 5 9 12 16 6 84 11 11 11 11 11 11 11 11 11 11 11 11 11	19 28 18 16 4 10 19 14 14 13 20 78 29 11 29 12 14 14 10 3 20 16 10 10 11 11 11 11 11 11 11 11 11 11 11	188 222 166 144 44 44 111 9 66 68 88 66 100 88 66 122 66 166 133 111 177 88 66	100 79 55 11 14 4 4 22 57 76 66 15 11 23 34 33 31 13 74 41 14 42 77 11 75 75 75 75 75 75 75 75 75 75 75 75 75	1 2 4 4	1	1	1	1	1 9 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	9 11 7 10 1 8 4 4 20 5 2 11 1 26 4 4 12 1 5 6 6 3 3 2 5 3 3 2 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	111 355 19 211 77 144 328 200 166 162 227 57 9 100 155 169 100 100 9 228 133 144 433 144 145 146 146 146 146 146 146 146 146 146 146	27 511 23 12 14 6 18 20 11 25 127 660 18 29 9 11 22 600 5 7 10 9 9 13 13 33 12 13 13 13 13 13 13 13 13 13 13 13 13 13	78 28 18 8 8 11 22 74 40 64 15 3 18 15 16 36 9 3 2 6 4 4 9 10 11 15 3 3 18 17 17 17 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19	111 88 44 68 88 122 22 48 15 55 77 15 22 33 111 133 38 265 51 17 77 15 55 33 48 88 33 48 48 48 48 48 48 48 48 48 48	1 3 2 1 3 3 9 2 1 1 1 2 2 4 4 · · · · · · · · · · · · · · · ·	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1
40 41 42 43 44 45 46 47 48 49 50 51 52	2 1 3 1	3	111	1	1		1 3 4 2 1 2 1 1 1	5 1 19 17 12 19 20 13 8 3 15	18 33 51 55 4 28 44 36 49 4 16 51 12	35 41 41 64 18 40 33 42 46 3 18 46 25	16 48 22 35 29 10 17 12 25 2 19 21 14	5 3 6 11 1 2	2 1 1		1 1 1 1			5 2 1	5 5 29 14 11 16 15 11 7 3 18	16 18 35 42 12 32 44 39 43 10 14 45 11	27 35 44 39 20 33 36 31 44 5 18 34 33	17 26 25 14 24 30 22 6 11 4 4 11 17	5 8 6 8 14 8 3 2 5 5 1 6 7	2 1 2 1 1 1 3			1

IV. TABLE O-ATTENDANCE OF PUPILS BY

								Mid	dle S	choc	1							
					Boy	3								Gi	rls			
Collegiate Institutes	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
1 Barrie. 2 Brantford. 3 Brockville. 4 Chatham. 5 Clinton. 6 Cobourg. 7 Collingwood. 8 Fort William. 9 Galt. 10 Goderich. 11 Guelph. 12 Hamilton, Central 13 Hamilton, Delta. 14 Ingersoll. 15 Kingston. 16 Kitchener-Waterloo. 17 Lindsay. 18 London. 19 Morrisburg. 20 Napanee. 21 Niagara Falls. 22 North Bay. 23 Orillia. 24 Ottawa. 25 Owen Sound. 26 Perth. 27 Peterborough. 28 Picton. 29 Renfrew. 30 Port Arthur. 31 St. Catharines. 32 St. Mary's. 33 St. Thomas. 34 Sarnia. 35 Sault Ste. Marie. 36 Seaforth. 37 Smith's Falls. 38 Stratford. 39 Strathroy. Toronto: 40 Bloor. 41 Harbord. 42 Humberside. 43 Jarvis. 44 Malvern. 45 North. 46 Oakwood. 47 Parkdale. 48 Riverdale. 49 Vankleek Hill. 50 Woodstock.	5 3 1	7 11 1 2 3 4 1 6 5 4 4 6 2 2 2 2 4 4 4 1 3 2 1 2 7 6 1 4 1 2 7 7 7 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8	71 50 29 5 8	52 4 10 53	62 38 71 36 24 40 48 43 6 12 53	25 14 28 30 11 13 20 31 2 6 20	5 5 7 7 18 3 3 9	2 2 2 2 1 3 2 2 2	1 2 2		7633335555733355255444533443711488222335613332511117339551	12 45 15 15 15 16 20 7 14 27 12 18 39 3 14 68 12 15 66 13 13 7 8 22 12 12 13 14 14 14 14 15 16 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	28 55 18 22 14 13 12 22 25 14 25 59 19 100 40 40 34 13 12 21 22 22 24 23 35 31 31 21 21 21 21 21 21 21 21 21 21 21 21 21	53 5 11 30	17 7 11 14 21 5 1	2 2 2 5 1	1 1 4 1	2 2

AGE, SEX AND GRADE (Continued)

					J	Jppe	er Sc	hool	-									pel
		В	oys								Giı	ls						Enroll
14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	Boys	Girls	Total No. Enrolled
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 .		3 7 7 2 2 1 1 7 7 5 3 1 1 1 2 2 1 1 2 2 6 10 1 1 2	4 155 5 6 5 11 2 5 11 10 6 9 9 1 2 2 0 3 5 8 2 2 9 1 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	6 7 7 5 3 3 2 5 5 6 6 3 3 100 177 100 9 300 2 5 11 3 3 3 3 11 5 5 4 4 1 1 1 5 5 3 3 1 100 3 3 7 7 1	8 10 4 2 2 4 4 5 1 1 2 2	33 33 22 44 33 12 22 25 55 55 55 33 33 22 22 21 33 33 22 22 22 23 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25	2 1 1 2 2 1 1 1 4 4 6 2 2 2 1 1 2 2 2 1 1 2 2 2 1 1 2 2 2 1 1 2	22	1 1 2 2	8 6 4 6 4 6 2 5 8 3 20 1 6 2 1 4 4 4 3 3 1 5 8 1	8 17 6 15 7 2 6 4 4 7 4 10 21 7 3 7 7	10 13 7 6 3 7 25 6 2 2 8 6 7 2 6 2 1 3 3 5 7 2 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1	77 77 12 3 3 2 2 1 1 3 3 2 2 6 3 3 3 4 4 2 2 1 1 2 2 4 2 2 4 2 2 4 2 2 4 2 2 4 2 2 3 3 3 3	4 · · · · · · · · · · · · · · · · · · ·	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	240 508 236 209 68 120 128 208 202 99 238 647 353 94 4 209 706 6 184 209 74 122 171 204 188 1,193 171 127 282 164 331 128 128 128 129 138 149 149 159 169 170 170 180 180 180 180 180 180 180 18	262 553 253 197 104 141 165 304 232 128 251 915 421 124 423 176 265 847 98 166 92 140 241 1,019 216 201 381 158 253 203 318 158 431 232 280 107 274 405 104	502 1,061 489 406 172 261 293 512 434 227 489 1,562 774 218 803 360 474 1,553 172 288 263 344 429 2,212 387 328 663 344 429 2,212 387 367 647 647 647 647 647 647 647 647 647 6
40 41 42 43 44 45 46 47 48 49 50 51 52		9	8 15 14 20 ·2 9 22 18 4 3 2 6 2	12 28 12 9 5 15 18 12 25 4 6 10	7 19 4 9 6 5 9 8 16 	1 4 4 4 4 2 3 12 1 1 2 2	1 1 2 2	1	1 1 	1 8 5 1 6 8 4 5	8 8 18 3 6 12 13 12 4 1 7	3 9 13 12 6 12 9 11 11 5 1	2 1 7 8 7 3 10 2 9	2 1 2 2 4 	2	399 640 564 690 300 469 605 507 529 70 169 573 270	311 406 543 502 307 426 522 427 485 120 129 476 302	710 1,046 1,107 1,192 607 895 1,127 934 1,014 190 298 1,049 572

COLLEGIATE INSTITUTES AND IV. TABLE O—ATTENDANCE OF PUPILS BY

]	Low	er So	hoc	ol, F	orm	I			
						Во	ys									Gir	ls	
High Schools	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
1 Alexandria. 2 Alliston. 3 Almonte. 4 Amherstburg. 5 Arnprior. 6 Arthur. 7 Athens. 8 Aurora. 9 Avonmore. 10 Aylmer. 11 Beamsville. 12 Belleville. 13 Bowmanville. 14 Bracebridge. 15 Bradford. 16 Brampton. 17 Bridgeburg. 18 Brighton. 19 Burford. 20 Burlington. 21 Caledonia. 22 Campbellford. 23 Carleton Place. 24 Cayuga. 25 Chapleau. 26 Chesley. 27 Chesterville. 28 Colborne. 29 Cornwall. 30 Deseronto. 31 Dundalk. 32 Dundas. 33 Dunnville. 34 Durham. 35 Dutton. 36 East York. 37 Elmira. 38 Elora. 39 Essex. 40 Exeter. 41 Fergus. 42 Finch. 43 Flesherton. 44 Forest. 45 Fort Frances. 46 Gananoque. 47 Georgetown. 48 Glencoe. 49 Gravenhurst. 50 Grimsby. 51 Hagersville. 52 Haileybury. 53 Hanover. 54 Harriston. 55 Hawkesbury. 56 Huntsville. 57 Iroquois.		22 2 2 1 1 1 1 2 1 1	2 1 1 2 4 4 1 4 1 4 7 8 4 4 6 5 1 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2333666887744466555510553377773844111133	44 44 33 10 11 11 12 13 14 15 15 16 16 17 17 17 17 17 17 17 17 17 17 17 17 17	3 1 1 8 1 3 3 4 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5	4 1 2 2 1 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	33 33 33 33 33 33 33 33 33 33 33 33 33	1		1				77 44 100 6 9 9 3 3 5 13 10 6 6 5 9 11 4 4 6 6 7 1 6 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3 5 188 122 160 16 16 16 16 16 16 16 16 16 16 16 16 16	5 5 5 2 1 6 6 7 7 2 2 3 2 1 4 4 8 8 9 7 4 4 2 9 7 4 4 2 9 7 4 4 4 1 1 1 4 4 4 1 1 1 1 1 1 1 1 1 1	1 1 1 3 1 1 7 5 4 3 2 2

AGE, SEX AND GRADE (Continued)

		1	Lower School	l, Form II
		Boys		Girls
17 years 18 years 19 years 20 years 21 and over	11 years 12 years 13 years	14 years 15 years 16 years 17 years	18 years 19 years 20 years 21 and over	11 years 12 years 13 years 14 years 15 years 16 years 17 years 18 years 19 years 20 years 21 and over 21 and over 21 and over 21 years 21 years
37		8 6 2 4 4 5 3 1 1 3 1 2 6 5 2 5 5 1 6 2 1 1 4 1 2 1 4 1 3 2 3 3 2 4 1 4 1 1 2 2 3 3 2 4 4 5 8 2 2 2 8 1 1 4 4 3 2 1 8 7 11 4 4 3 2 3 8 1 1 4 2 2 2 2 3 8 1 1 4 2 2 2 2		

IV. TABLE O-ATTENDANCE OF PUPILS BY

AGE, SEX AND GRADE (Continued)

	Upper School Boys																pa
]	Boys								Gi	rls						Inroll
14 years	16 years	17 years	18 years	19 years	20 years	21 and over	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	Boys	Cirls	Total No. Enrolled
25 26 27 1 28 29 30 31 32 33 34 35 36 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54		7 1 3 3	11 12 2	3 2 3 3 2 1 2 2 2 3 3 1 2 1 2 2 1 1 1 1 1 2 2 1 1 1 1		2		1 1 2	66 55 42 22 11 44 33 11 33	2 4 4 1 1 2 2 1 1 1 1	22 55 			1	82 66 35 44	80 94 60 118 57 104 104 59 56 85	158 158 93 197 102 210 186 125 91 129

COLLEGIATE INSTITUTES AND IV. TABLE O-ATTENDANCE OF PUPILS BY

									Lov	wer :	Scho	ol, l	Forn	n I			,	
						Во	ys									G	irls	
High Schools	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
58 Kemptville 59 Kenora 60 Kincardine 61 Kingsville 62 Lakefield 63 Leamington 64 Listowel 65 Lucan 66 Madoc 67 Markdale 68 Markham 69 Meaford 70 Midland 71 Milton 72 Mimico 73 Mitchell 74 Morewood 75 Mount Forest 76 Nepean 77 Newburgh 78 Newcastle 79 New Liskeard 80 Newmarket 81 Niagara 82 Niagara Falls S 83 Norwich 84 Norwood 85 Oakville 86 Omemee 87 Orangeville 88 Oshawa 89 Paris 90 Parkhill 91 Parry Sound 92 Pembroke 93 Penetanguishene 94 Petrolia 95 Plantagenet 96 Port Colborne 97 Port Dover 98 Port Elgin 99 Port Hope 100 Port Perry 101 Port Rowan 102 Prescott 103 Richmond Hill 104 Ridgetown 105 Rockland 106 Scarborough 107 Shelburne 108 Simcoe 109 Smithville 110 Stirling 111 Streetsville 112 Sudbury 113 Sydenham 114 Thessalon			3 1 1 6 6 7 7 3 3 1 1 0 1 1 1 1 1 1 3 1 3 1 1 0 1 1 1 1	3 17 4 6 2 13 15 4 5 5 7 11 10 8 12 11 11 15 12 6 2 8 8 7 7 11 11 12 13 13 13 13 13 14 14 14 15 16 16 17 18 18 18 18 18 18 18 18 18 18 18 18 18	12 10 7 7 3 4 4 7 4 4 5 3 9 3 1 6 6 10 0 4 1 1 2 9 2 1 1 7 7 9 2 2 9 1 1 3 1 7 7 6 5 5 8 8 4 4 1 2 2 3 1 1 4 4 6 6 2 1 1 1 4 6 6 2	5 2 2 1 3 4 4	1 1 2 2 1 1 5 2 1 1	1 1			1		1	1 1	7 3 7 7 7 3 10 13 3 6 5 4 4 11 16 6 11 1 1 1 8 2 9 1 8 14 13 4 9 1 1 4 4 5 5 7 2 4 12 9 1 15 6 13 4 4 4 5 5 2 5 4 12 9 1 15 6 13 4 4 5 5 2 5 5 4 12 9 1 15 6 13 4 5 5 2 5 5 6 1 12 12 12 12 12 12 12 12 12 12 12 12 1	7 13 111 7 10 15 9 6 18 14 10 13 8 8 1 11 15 2 7 11 12 3 15 13 14 9 11 13 14 9 11 14 15 15 15 15 16 16 17 17 17 17 17 17 17 17 17 17 17 17 17		$ \begin{array}{cccccccccccccccccccccccccccccccccccc$

AGE, SEX AND GRADE (Continued)

		Lower School, Form II Boys Girls													
			Во	ys						Ği	rls				
17 years 18 years 19 years 20 years 21 and over	11 years 12 years	13 years 14 years	15 years 16 years		18 years 19 years	20 years 21 and over	11 years		13 years	15 years	16 years	17 years	18 years	19 years	21 and over
83			6 11 7 2 4 11 6 2 4 4 11 6 5 7 14 1 18 8 5 5 1 1 1 2 8 8 5 1 1 1 2 1 1 1 3 1 3	5 1	1 1 2	1	1		7 4 2 3 1 1 5 2 2 2 2 1 1 1 2 1 2 1 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 1. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 2 2 1 1 1 5 4 4 1 1 1 2 2 1 1 1 1 2 2 2 1 1 1 1 2 2 2 2 2 2 7 7 8 3 3 4 3 3 5 3 3 3 3 9 1 1 5 6 6 4 2 2 9 5 2 2 2 1 7 7 0 6 6 6 1 1	3 . 8	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	

COLLEGIATE INSTITUTES AND IV. TABLE O—ATTENDANCE OF PUPILS BY

	1							M	iddle	Soh	0001							
	-				Bo	178		IVI						Girls				_
	-	1			1		1	1	1 4		1	1	1	311 18		1		
High Schools	years	years	years	years	years	years	years	years	and over	years	years	years	years	years	years	years	years	and over
	13	14	15	16	17	18	19	20	21 an	13	14	15 3	16 3	17.3	18 3	19 3	20 3	21 an
58 Kemptville. 59 Kenora. 60 Kincardine. 61 Kingsville. 62 Lakefield. 63 Leamington. 64 Listowel. 65 Lucan. 66 Madoc. 67 Markdale. 68 Markham. 69 Meaford. 70 Midland. 71 Milton. 72 Mimico. 73 Mitchell. 74 Morewood. 75 Mount Forest. 76 Nepean. 77 Newburgh. 78 Newcastle. 79 New Liskeard. 80 Newmarket. 81 Niagara. 82 Niagara Falls S. 83 Norwich.		1 3 2 3 3 1 1 1 1 1 1 1 1 1 1	3 10 5 1 1 2 2 3 3 2 3 3 7 2 4 1 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3	3 5 2 5 3 11 4 4 5 5 5 8 14 5 16 4 1 1 8 8 2 4 6 3 1 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	8 7 8 2 3 10 6 4 3 3 6 6 7 10 8 3 4 4 2 2 3 11 2 4 17	10 9 1 4 3 1 3 4 6 4 2 2 2 1 1 4 2 2 1 1 1 1 1 1 1 1 1 1 1	1 3 1 1 3 3			1	3 2 2 4 3 3 1 1 1 	8 1 9 8 4 8 8 6 2 4 6 7 10 2 11 4 1 8 8 8 2 2 5 3 3 1 7 4 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 4 5 3 1 7 7 4 5 3 1 7 7 4 5 3 1 7 7 4 5 3 1 7 7 4 5 3 1 7 7 4 5 3 1 7 7 7 4 5 3 1 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	14 7 6 6 9 3 8 3 2 6 5 9 10 21 8 9 4 5 6 6 5 14 3 15 6 6 6 7 16 7 16 7 16 7 16 7 16 7 16	66 53 22 13 8 1 7 4 8 13 10 11 2 3 6 5 5 11 4 4 4 10 7 7 8 8 8 8 11 11 11 11 11 11 11 11 11 11 1	7 7 8 2 2 2 5 5 3 12 6 1 3 4 4 4 4 4 3 4 10 10 10 10 10 10 10 10 10 10 10 10 10	3 4 1 1 1 2 3 3 3 4 4 4	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
85 Oakville. 86 Omemee. 87 Orangeville. 88 Oshawa. 89 Paris. 90 Parkhill. 91 Parry Sound. 92 Pembroke. 93 Penetanguishene. 94 Petrolia. 95 Plantagenet. 96 Port Colborne. 97 Port Dover. 98 Port Elgin. 99 Port Hope. 100 Port Perry. 101 Port Rowan. 102 Prescott. 103 Richmond Hill. 104 Ridgetown. 105 Rockland.	1 2 1	1	5 2 16 8 2 4 4 4 1 1 1 2 7 4 2 7 6	8 5 8 21 21 18 24 22 15 5 6 3 22 20 3 2 8 11 7 2 5 6 6 12 5 6 6 12 5 6 6 12 5 6 6 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8	16 1 6 24 7 5 10 6 3 3 3 5 3 4	6 1 2 10 4 7 2 1 1 1 1 1 1 1 2 2 1 1 4 2 2 2 2 2 3 4 5 1 4 4 5 1 4 2 2 2 2 2 3 3 4 3 4 5 4 5 4 5 4 5 4 5 5 3 5 3 5 3	2 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		3 1	3 1 2 1 2 2 1 1 2 2 1 1 1 1 1 1 1 1 1 1	754 755 221 .3754 557 119 .712 222 2183 333 111	16 5 10 18 9 7 7 9 8 4 14 2 6 4 6 23 4 3 8 12 11 13 9 7 7 3 3 3 3 3 9 7 3 3 3 3 3 3 3 3 3	20 .18 17 6 3 8 3 6 5 1 7 2 5 9 3 7 8 6 6 3 3 6 6 4 7 4 3 6 9 9 2 5	5	1	1	1

HIGH SCHOOLS (Continued) AGE, SEX AND GRADE (Continued)

		per	Scho	ool				_					led			
	Во	oys							G	irls		,				Enrol
14 years	16 years	18	19 years	20 years	21 and over	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	Boys	Girls	Total No. Enrolled
58 1 59 61 61 63 65 65 66 67 68 70 71 72 73 74 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 99 <t< td=""><td></td><td>3 5 1</td><td>2 1 1 1 5 5 2 2 3 4 4 2 2 2 1 1 3 3 3 3 1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1</td><td>1</td><td>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1</td><td></td><td></td><td>3 1 1 5 3 3 2 1 1 1 3 3 2 2 1 1 1 1 1 1 1 1 1 1</td><td>4 1 4 2</td><td>1 1 6 5 2</td><td>1 1 1 3 3 3 3 1 1 1 1 2 2 6 6 3 3 5 5 5 3 3 3 5 5 5 5 5 5 6 6 6 6</td><td>i</td><td>1 </td><td>74 104 78 59 31 128 103 39 52 44 75 81 135 67 888 64 22 59 97 45 20 53 138 19 130 62 24 29 66 24 40 233 76 41 106 39 19 68 126 75 30 104 1107 40 52 139 53 32</td><td>106 115 98 83 359 152 126 57 69 57 85 121 146 66 62 22 89 127 50 26 93 190 34 108 82 59 138 23 140 169 86 68 68 116 147 63 119 119 119 119 119 119 119 119 119 11</td><td>180 219 176 142 280 229 96 121 101 160 202 281 1191 214 130 44 44 44 95 46 6328 533 238 132 101 234 47 220 402 162 113 27 124 213 132 72 185 74 85 86 86 87 87 87 87 87 87 87 87 87 87 87 87 87</td></t<>		3 5 1	2 1 1 1 5 5 2 2 3 4 4 2 2 2 1 1 3 3 3 3 1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			3 1 1 5 3 3 2 1 1 1 3 3 2 2 1 1 1 1 1 1 1 1 1 1	4 1 4 2	1 1 6 5 2	1 1 1 3 3 3 3 1 1 1 1 2 2 6 6 3 3 5 5 5 3 3 3 5 5 5 5 5 5 6 6 6 6	i	1 	74 104 78 59 31 128 103 39 52 44 75 81 135 67 888 64 22 59 97 45 20 53 138 19 130 62 24 29 66 24 40 233 76 41 106 39 19 68 126 75 30 104 1107 40 52 139 53 32	106 115 98 83 359 152 126 57 69 57 85 121 146 66 62 22 89 127 50 26 93 190 34 108 82 59 138 23 140 169 86 68 68 116 147 63 119 119 119 119 119 119 119 119 119 11	180 219 176 142 280 229 96 121 101 160 202 281 1191 214 130 44 44 44 95 46 6328 533 238 132 101 234 47 220 402 162 113 27 124 213 132 72 185 74 85 86 86 87 87 87 87 87 87 87 87 87 87 87 87 87

IV. TABLE O-ATTENDANCE OF PUPILS BY

]	Low	er So	choo	1, F	orm	I				
						Воу	s									Girls	3	
High Schools	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
115 Thorold 116 Tillsonburg 117 Timmins 118 Trenton 119 Tweed 120 Uxbridge 121 Vienna 122 Walkerton 123 Wallaceburg 124 Wardsville 125 Waterdown 126 Waterford 127 Watford 127 Watford 128 Welland 129 Weston 130 Whitby 131 Wiarton 132 Williamstown 133 Winchester 134 Wingham	1	1 5 3 3 5 5 1 6 6 2 2 8 8 1 1 1 2 2 1 7 7 3 3 3 3	8 8 8 4 4 6 6 4 4 1 3 8 8 3 1 1 3 6 6 166 199	5 9 8 10 6 9 2 5 13 1 1 5 3 3 3 1 9 2 1 5 9 2 1 5 9 9 2 1 7 9 9 1 9 1 9 1 9 1 9 1 9 1 9 1 9 1 9	14 77 77 14 22 4 7 11 5 4 4 18 10 4 5 12 6	21 17 22 33 22 22 11 99 44 11 11 44 33 77		22	1	3			1 1 1	1 6 3 5 3 3 3	5 9 15 8 10 10 5 14 4 2 3 9 12 18 7 7 7 3 1 1	8 9 15 18 5 9 3 6 6 11 4 4 4 11 6 14 224 5 7 4 9 12	6 5 9 12 3 1 1 4 12 12 5 1 3 9 19 7 9 8 9 8	1 5 7 2 2

AGE, SEX AND GRADE (Continued)

								Lo	wei	So	hool	l, F	orr	n II								_
						Boy	S									(Girls					
17 years 18 years 19 years 20 years	21 and over	11 years	2	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
115 116 117 2 2 118 3 119 120 121 122 123 124 125 2 126 127 128 1 2 130 1 1 131 1 133 133 134 1			22 7 7	5 5 11 2 1 3 8 1 13 6 3 5	2 12 3 10 8 7 7 3 2 3 3 10 17 3 3 10 17 3 10 17 17 17 17 17 17 17 17 17 17 17 17 17	5 8 8 7 7 6 1 1 4 4 5 1 1 6 1 1 1 3 5 1 1 6 4 4	7 44 2 2	1 3	2				1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 13 4 1 5 7 5 1 2 5 3 8 3 1 1 1 4	14 8 5 8 8 4 11 1 3 4 4 4 10 20 9 1 3 6 5 5	7 13 5 11 1 10 3 18 8 7 4 6 7 19 1 10 1 10 1 10 10 10 10 10 10 10 10 10	5 6 9 5 5 5 8 7 3 2 11 14 5 6 6 2 8	2 6 7 1 7 2 7 2 7 2 7 1 1 1 5		1	1	

COLLEGIATE INSTITUTES AND IV. TABLE O—ATTENDANCE OF PUPILS BY

								Mid	dle	Scho	ol						
]	Boys	3							(Girls	3			
High Schools	13 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
115 Thorold. 116 Tillsonburg. 117 Timmins. 118 Trenton. 119 Tweed. 120 Uxbridge. 121 Vienna. 122 Walkerton. 123 Wallaceburg. 124 Wardsville. 125 Waterdown. 126 Waterford. 127 Watford. 128 Welland. 129 Weston. 130 Whitby. 131 Wiarton. 132 Williamstown. 133 Winchester. 134 Wingham.	1	 1 8 5 5 4 3 1 6 5 2 2 3 5 7 14 4 3 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	2 10 4 16 5 6 6 1 1 3 4 6 6 1 1 19 5 4 4 4 4 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4	3 4 1 9 3 6 6 5 3 1 5 8 15 6 3 5 7	5 4 1 9 2 3 3 1 4 4 2 11 6 3 1 3 7	6 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2 1 2 1 2	1	4 3 2 4 1 1 1 6 3 4 5 2 2 2 2	4 7 3 12 4 7 1 1 7 1 1 2 14 6 15 8 8 3 4 5 4 5 5 4 6 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	4 15 13 14 6 6 7 2 6 6 4 2 5 6 6 10 2 6 7 7 14 14 14 15 16 16 16 16 16 16 16 16 16 16 16 16 16	4 10 7 3 3 3 9 7	3447766377 3221166221188335554477	1 2 3 3 3 3 1 1 2 1 1 	1 1 2	1 1 1

SUMMARY OF PUPILS BY

		10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.
LOWER SCHOOL	Boys	4	- 95	740	2,023	2,612
Form I	Girls	11	110	891	2,427	2,972
LOWER SCHOOL	Boys		4	67	551	1,570
Form II	Girls		4	104	708	1,931
MIDDLE SCHOOL	Boys				82	497
MIDDLE SCHOOL	Girls				74	578
UPPER SCHOOL	Boys					5
OFFER SCHOOL	Girls					8
TOTALS BY	Boys	4	99	807	2,656	4,686
SEXES	Girls	11	114	995	3,209	5,489
GRAND TOTALS,	1925-26	15	213	1,802	5,865	10,175

HIGH SCHOOLS (Concluded)

AGE, SEX AND GRADE (Concluded)

	Upper School											y s	92	led			
	В	oys								G	irls				of Boys	of Girls	Enrolled
14 years	15 years 16 years	17 years	18 years	19 years	20 years	21 and over	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	Total No. c	Total No. c	Total No. E
115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 131 133 134	1 2 1 2 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1	4 2 2 3 6 1 1 1 	3 5 3 1 3 2 12 1	2 1 1 1 3 3 1 2 10 2	1 3 1 1 2	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 2 2 2 3 1 1 	1 6 3 2 2 2 4 3 3 8 5 2 2 7 7	3 4 3 5 1 8 8 8 1	1 1 1 2 2 1 7 2 1 1 7		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	51 115 73 112 66 85 10 57 99 19 52 29 58 119 224 66 62 42 77 80	711 128 125 145 79 92 12 55 122 33 65 49 96 135 253 90 86 57	122 243 198 257 145 177 22 112 221 78 154 254 477 156 148 99 156 191

AGE, SEX AND GRADE

15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. and over	TOTALS
1,946	900	228	51	12	6	9	8,626
1,966	830	252	49	16	7	13	9,544
1,969	1,305	550	132	35	16	7	6,206
2,428	1,522	636	185	45	18	23	7,604
1,543	2,237	2,011	1,071	396	132	78	8,049
1,780	2,555	2,222	1,043	353	85	56	8,746
61	289	614	650	382	185	143	2,329
82	390	782	658	317	105	66	2,408
5,519	4,731	3,403	1,904	825	339	237	25,210
6,256	5,297	3,892	1,935	731	215	158	28,302
11,775	10,028	7,295	3,839	1,556	554	395	53,512

DAY VOCATIONAL

I. TABLE P-ATTENDANCE, NUMBER OF PUPILS IN THE

				or	Atter	ndance	of F	ull Tir	ne Pup	ils		ndance Γime F	
Schools	Number of Full Time Teachers	Male	Female	Number of Part Time Occasional Teachers	Total Number of Pupils on the Roll for the Year	Male	Female	Average Daily Attendance for the year	No. admitted for first time to a Secondary School	No. of Days School was Open	Total Number on the Roll	Male	Female
1 Beamsville 2 Brantford 3 Chatham	4 7	2	2	5 9 2	10 208 215	6 48 78	4 160 137	7 176 142	10 97 139	190 198 194	23		23
4 Collingwood. 5 Fort William. 6 Galt 7 Guelph 8 Haileybury 9 Hamilton 10 Kingston 11 Kitchener 12 London 13 Midland	2 8 8 10 2 61 1 18 32	2 3 5 6 1 43 1 10 24 2	5 3 4 1 18	7 5 3 8 4 1 7 3	273 306 303 66 1,383 31 465 957	143 152 163 40 1,056 31 197 450	130 154 140 26 327 268 507	244 258 248 48 868 12 399 701	115 121 158 24 345 20 212 423	190 190 194 192 194 75 190 187	663	328 178 63	335 173 61
14 Niagara Falls 15 North Bay 16 Oshawa 17 Ottawa 18 Owen Sound 19 Port Arthur 20 Renfrew 21 St. Catharines 22 Sarnia 23 Sault Ste. Marie 24 Stamford	2 7 3 5 28 8 3 3 18 15 11	18 4 1 7 10 8	3 3 5 10 4 2 3 11 5 3 3	1 3 4 7 7 6 4 4 5 2	199 84 196 614 200 101 85 506 344 379 92	88 30 59 339 113 22 32 179 157 182	111 54 137 275 87 79 53 327 187 197 83	162 68 155 448 159 86 70 388 258 281	90 48 87 296 170 40 58 215 113 112 41	186 190 185 190 192 198 187 190 191 196 184	3 45	32	3
25 Sudbury 26 Toronto (Aux-	17	3	1	4	149	73 244	76	115 170	52 161	188 186	45	45	
iliary), Boys. 27 Toronto (Aux- iliary), Girls.	10				249		249	171	119	186	10		10
28 Toronto, Central High	58	40	18		2,209	583		1,905	1,038	188	68	27	41
29 Toronto, Central Technical	83	59	24		2,325				1,546	189	1,042	284	758
30 Toronto College of Art 31 "Commerce, 32 "Riverdale 33 Welland 34 Weston 35 Windsor-	2 22 30 1 10	2 14 23 4	8 7 1 6	17 1 7 3 3	125 853 868 78 248	36 204 594 26 102 412	89 64,9 274	77 720 594 58 185	56 693 643 31 137	167 190 188 189 189	97 31 221	25 13 151	72 18 70
Walkerville 1 Totals, 1925-26.	530	335	195	147	15,201	7,404	7,797	11689	7,812		2,743	1,152	1,591
2 Totals, 1924-25.3 Increase,4 Decrease	114	66	48	39	3,606				2,331		1,739	452	1,039 552
5 Percentages		63.06	36.94			48.71	51.29	76.59	51.39			41.99	58.00

SCHOOLS
VARIOUS BRANCHES OF INSTRUCTION, ETC.

		Atten	dance o	f Specie	al Pupils	Numb	er of l	Full Tir	ne Pı	nils fro	m Far	nilies w	hose
_			l l	- Specia				Head is	occu	pied as	below		1036
-	Student Hours	Total Number on the Roll	Male	Female	Student Hours	Commerce	Agriculture	Law, Medicine, Dentistry, or the Church	Teaching	The Trades and Industries	Labouring Occupa- tions	Other Occupations	Without Occupation
1 2 3 4	354	28	28		4,665	49 19	8 11 39	2		48 62	1 73 52	1 7 26	18 17
1 2 3 4 5 6 7 8 9	79,312	16 434		16 309	318 20,644	74 76 51 5 179	16 44 21 24	2 1 1 1 16	1 1 4	58 137 85 26 483	67 28 62 25 286	54 20 50 2 313	12 32 6 78
11 12 13	23,622 12,312	16 50 29	39		1,148 16,647 7,910	68 147	37 61	6 12	3 9	201 367	31 34 144	113 148	3 69
14 15 16 17 18	534	482 15	7	475 15	19,307 4,800	28 10 1 65 45	9 4 14 13 31	13	1	103 25 41 197 62	28 4 110 181 27	20 39 10 69 29	9 2 20 76 4
19 20 21 22 23 24	376	3 3 132 54 13	1	3 3 132 53	2,970 114 3,572 2,536 1,960	14 14 14 43 25 43 18	20 46 63 39 17	1 2 3 2 2	1 2	19 6 204 197 146 40	25 15 62 24 112 16	123 31 36 5	4 4 1 6 26 23
25 26	7,500	20	, 3	17	1,193	23	3	2		54 93	62	35 27	3
27	1,000					11			1	17	220		
28	5,835					795	8	5	10	972	55	265	99
29	179,569	254	34	220	54,606	617	27	28	17	729	147	334	426
30 31 32 33 34	5,627 3,528 25,678	7 15 107 4 23	2 2 24 2	5 13 83 2 23	211 14,250 15,444 320 750	333 163 10 42	5 14 . 4 22	24 14	2	295 446 35 108	17 41 27 37	125 137 144 24	42 44 2 15
35				. ,		136	18	3		412	81	72	114
1 2	358,283 237,378	1,705 1,875	312 448	1 393 1 427	173,365 242,685	3,116 2,214	621 448	144 136	52 55	5,668 4,375	2,134 1,361	2,277 2,059	1,189 907
3 4	120,905	170	136	34	69,320	902	133	8	3	1,293	773	218	282
5			18.30	81.70		20.50	4.08	.95	.34	37.29	14.04	14.98	7.82

DAY VOCATIONAL

I. TABLE P—ATTENDANCE, PUPILS IN THE VARIOUS

	1.	1111	LE I	7111	211221	TOD, I	OI ILS	114 11		
	Relig Other					ling				
Schools	Schools where the Bible or selections therefrom used	Schools Opened with Prayer	Commencement Exercises	English Literature	Reading	Composition and Spelling	Grammar	History and Civics	Geography	Arithmetic
1 Beamsville	1	1 1 1	1 1	10 208 206	206	10 208 215	120	10 66 200	10 109 142	10 208 210
5 Fort William	1	1 1 1 1	1 1 1 1	269 261 227 65 1,201	30 597	269 274 227 65 1,200	141 128 704	269 141 169 56 1,092	82 139 79 54 958	267 290 252 37 722
10 Kingston	1	 1 1	 1 1	186 741	186 741	186 821	228	380 701	212	289 760
13 Midland	1 1 1	1 1 1 1	1 1 1 1	195 84 196 591	84 196 591	195 84 196 591	84 196 591	591	65 549	162 80 171 591
18 OwenSound	1	1 1 1 1	1 1 1	172 98 85 450 342	172 98 58	172 98 85 447 301		172 98 58 387 344	48 86 58 233	132 98 85 249 198
23 Sault Ste. Marie	1 1 1	1 1 1	1 1 1	379 92 149 161	68 68 	265 92 149 161	45 104	379 90 31	284 24 97 161	379 47 133
27 Toronto (Auxiliary), Girls	1	1	1	249	249	249	249	249	249	249
28 Toronto, Central High	1	1	1	2,209		2,209	1,223	2,209	1,934	2,016
29 Toronto, Central Technical 30 Toronto, College of	1	1	1	2,128	2,128	2,486	1,123	2,128	1,876	2,355
Art. 31 Toronto, Commerce 32 Toronto, Riverdale 33 Welland 34 Weston 35 Windsor-Walkerville	1 1 1 1	1 1 1 1	1 1 1 1 1	838 868 78 247 796	868	853 868 78 247 836	853 247 175	838 821 74 226 615	222 821 30 212 615	838 868 75 226 175
Totals, 1925-26	20	31	29	13,781	6,714			12,795		

SCHOOLS (Continued)

BRANCHES OF INSTRUCTION, ETC. (Continued)

	Algebra	Geometry	Trigonometry	Shop Mathematics	Surveying and Mapping	General Physics	Electricity	Applied Mechanics	Chemistry (General)	Chemistry (Industrial)	Metallurgy and Assaying	Mineralogy and Geology	Mechanical Drawing	Machine Drawing and Design	Architectural Drawing	Sheet Metal Drawing
1 2																
3	76	42		22		200	22		140	20			51	51		
5	267 109	46 42	14	109		95 108	109 96		36 54				102			
7 8	102	20 27	27	92	26	102 57	91 28		102		27	40	96 92 40			
1 2 3 4 5 6 7 8 9	516	430		370		434			46 74				944	944	944	394
11 12 13	106 194	60 159	42			256 165	140 219	18	260 104	22			165 353	353	30	• • • • • • • • • • • • • • • • • • • •
14 15	121	23		31			83		55				74	11	12	
16 17 18	106 509 30	86	27	257 54		492 70	57 93		10				261 93	93	261	261
19 20	98			22	21	21		21		21			21	4.00	100	
21 22 23	130 77 18	13 105	17 18	130 135		185 184 46	130 85 152	81	81 13 152	17			128 135 106	128 135		
24 25	45 55	29	11		11	32		11	46	13	11	46	46			
26				161								161		10		41
27																
28	1,557					769	58		58	24						
29	1,640	1,640	448	951		2,128	698	195	1,065	68	74		1,317	70	94	29
30 31 32	636 651	868	183			222 868			222 868				594	594	172	594
33 34 35	73 282	320	12 48	73		73 278			15 142	54			73 300	73	12 75	46
-	7,438	3,943	866	2,413	58	6,785		326	4,768	320	112	247	4,991	2,469	1,737	1,368

DAY VOCATIONAL

I. TABLE P-ATTENDANCE, NUMBER OF PUPILS IN THE													
	Schools	Machine Shop Work	Forge Work	Acetylene Welding	Foundry Work	General Wood Working	Joinery and Cabinet Making	Pattern Making	Carpentry and Building Construction	Plumbing	Steam Engineering	Marine Engineering	Navigation
1	Beamsville												
2 3	Brantford	51				44 51							
4 5	Collingwood	102	46			102	14		32			10	18
6	Galt	96				112	96		96				
7 8	Guelph	92		į.		92							
9	Hamilton	711				705	705	705	705	5			21
10 11	Kingston	118					132	7					31
12 13	London	339				358			117				10
13	Midland Niagara Falls	85	85			51	11	23	11				
15 16	North Bay												
17	Ottawa	174				232	57		57				
18 19	Owen Sound	93	93			86 19		86	, .				
20	Renfrew	21	21		21	21							
21 22	St. Catharines	102 83	15	15		111 100	100						
23	Sault Ste. Marie	117				117							
24 25	Stamford					55	55						
26	Toronto (Auxiliary),												
27	Boys Toronto (Auxiliary),					161	2		40	16	12	1	
	Girls												
28 29	Toronto, Central High Toronto, Central Tech	1,254		27	315	925	303	303	53	775	48		
30	Toronto, College of Art.												
31 32	Toronto, Commerce Toronto, Riverdale					594			172	402			
33	Welland												
34 35	Weston	73 112			112	73	12	12	15 254				
												1.1	67
	Totals, 1925-26	4,217	568	42	448	4,009	2 ,122	1,130	1,052	1,198	60	11	67

SCHOOLS (Continued)

VARIOUS BRANCHES OF INSTRUCTION, ETC. (Continued)

	Electrical Wiring and Machinery	Printing and Book- binding	Printing	Automobiles and Gas Engines	Elementary Drawing	Power Plant Operation	Colour Study	Lettering and Show Cards	Industrial Design	Illustrating	Antique Drawing	Still Life Drawing	Life Drawing	Modelling	Pottery	Wood Carving	Art Metal Work
1 2 3 4 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	56 96 99 57 219 31 	609	774	466 966 72 3633 87 89 168 93 211 58 86	333 		85 10 26 359 143 33 28	85 26 359 143 33	359	28	359			147 52	3	37	6
31 32 33 34 35	402 58 1,967	402	774	234 300 2,159		158	808	14	198	763	57	623	57	256	54	131	137

DAY VOCATIONAL

I. TABLE P-ATTENDANCE, NUMBER OF PUPILS IN THE

_													
	Schools	Stained Glass	History of Art	Cooking	Housekeeping	Home Economics	Home Nursing	Hygiene and Dietetics	Sewing and Dress- making	Power Machine Operating	Laundry	Millinery	Embroidery and Lace Work
10 11 11 11 11 11 11 12 20 22 22 22 22 22 22 22 22 22 22 22 22	O Hamilton O Kingston I Kitchener L London Midland I Niagara Falls North Bay O Oshawa O Ottawa O Port Arthur O Renfrew I St. Catharines Sault Ste. Marie Stamford Sudbury Toronto (Auxiliary), Girls Grils Toronto, Central High O Toronto, Central Tech	37	28	131 39 7 72 123 26 264 260 305 184 28 67 16 157 70 52 37 249 	20 7 18 26 14 39 28 16 70 52 249	20 7 72 260 130 	20 18 10 26 50	200 7 188 123 266 519 205 205 205 205 205 205 205 205 205 205	131 32 77 72 123 26 271 260 317 285 28 67 16 157 49 52 37	123	20 18 26 129 16 41 13 249	111 13 26 266 210 28 16 50 53 52 249 643	111
3: 3: 3: 3: 3:	1 Toronto, Commerce 2 Toronto, Riverdale 3 Welland 4 Weston	131	 57	217 101 286 3,414	739	1,735	$ \begin{array}{c} 217 \\ \hline 10 \\ 46 \\ \hline 1,077 \end{array} $		217 67 3,426	123	628	217 6 286 2,257	363

SCHOOLS (Continued)

VARIOUS BRANCHES OF INSTRUCTION, ETC. (Continued)

							-						
	French	German	Commercial Law	Economics	Writing	Bookkeeping	Stenography	Typewriting	Horology	Physical Training	Study of Materials	Nature Study	Agriculture
1 2 3 4	109 105		66 54	31 39	208 215	208	208 144	208 144		199 215	51		10
1 2 3 4 5 6 7 8	14 186	3	36 107 114 51	41 43 114 93	164 184 87 455	160 176 157	162 171 190	164 192 201		161 293 293 66 1 332		597	rei
10 11 12 13	110 101	44	67 260	17 189	249 450	182 236	213 436	282 437		274 999	327		
14 15 16 17 18	84 227 40		32 25 143 31	86 8 25 57 31	84 196 388 79	84 196 272 79	107 87 196 324 79	107 87 196 192 79		83 196 614 200	572		
19 20 21 22 23	86 106 157		38 44 151 129 39	10 27 68 101 39	101 85 245 198 379	99 40 238 198 174	101 48 206 198 174	40 48 267 198 174		101 82 506 342 379			
24 25 26	78		46 33	20 12	68 78 161	88 90	88 90	92 90		90 113 161	. 12		
27 28 29 30	2,051 474	120	822 404		249 2,185				10	1			
31 32 33 34	687 300 74	55	260	38	853	78	78 353	853 7.8 461	1	78	3		
35	4,989					6,174							7 10

DAY VOCATIONAL

I. TABLE P-ATTENDANCE, NUMBER OF PUPILS IN THE

							000			Down	Т:	
							Occi	ipatio	on or	Part	1 1m	e and
Schools	Physiography	Banking and Exchange	Commerce and Transportation	Metal Working Trades	Woodworking Trades	Building Trades	Electrical Trades	Textile Trades	Chemical Industries	Automotive Trades	Printing and Bookbinding	Pulp and Paper Making
2 Brantford												
6 Galt							23					
9 Hamilton 10 Kingston 11 Kitchener 12 London 13 Midland				1 10	13 7	3	23	1 5		1 9	4 8	
14 Niagara Falls. 15 North Bay. 16 Oshawa. 17 Ottawa.	45	17	17	· · · · · i							32	
18 Owen Sound. 19 Port Arthur. 20 Renfrew. 21 St. Catharines. 22 Sarnia.										1		
23 Sault Ste. Marie				13						6	2	
27 Toronto (Auxiliary), Girls						10	18		23	21	21	
32 Toronto, Riverdale										4	2	
Totals, 1925-26	217	64	64	100	42	21	43	6	24	42	113	

SCHOOLS (Continued)

VARIOUS BRANCHES OF INSTRUCTION, ETC. (Concluded)

Special Pupils on Entering School

	Mining Occupations	Other Trades	Labouring Occupations	Draughting, Art and Design	Bookkeeping and Stenography	Salesmanship	Other Commercial Occupations	Agriculture	Women at Work in Factories	Women at Work in Shops and Stores	House Workers	Housekeepers	Other Occupations	Without Occupation
1 2 3 4 4 5 6 7 8 9 10 111 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34		14 51 20 11 1	130	145 22	4 1	22	46 5 16 	5	128 89 4	211 33 66 		23 14 132 6 1 1 110 30 130 374	,	16 36 36 36 36 36 36 36 36 36 36 36 36 36
35		105	165	158	5	67	292	13	226	570	284	874	451	407

DAY VOCATIONAL

II. Table Q.—Attendance of

												1st	Ye	ear					
						Во	oys											Gir	ls
Schools	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	10 years	11 years	12 years	13 years	14 years	15 years	16 years
1 Beamsville. 2 Brantford. 3 Chatham. 4 Fort William. 5 Galt 6 Guelph. 7 Haileybury 8 Hamilton 9 Kingston 10 Kitchener 11 London 12 Niagara Falls 13 North Bay 14 Oshawa 15 Ottawa 16 Owen Sound 17 Port Arthur 18 Renfrew 19 St. Catharines 20 Sarnia 21 Sault Ste. Marie 22 Stamford 23 Sudbury 24 Toronto (Auxiliary), Boys 25 Toronto (Auxiliary), Girls 26 Toronto, Central High 27 Toronto, Central Tech 28 Toronto College of Art 29 Toronto, Riverdale 31 Welland 32 Weston 33 Windsor-Walkerville		1 2 2	23 23 23 24 21 1 4 4 46 12 4	3 5 7 17 7 3 40 3 3 8 34 6 1 1 3 7 6 1 1 2 2 9 6 3 7 1 7 1 7 1 8 1 1 1 1 1 1 1 1 1 1 1 1 1	2 14 211 29 333 277 38 78 166 81 11 54 19 5 1 30 34 4 28 8 11 55 1 156 4 22 70	6 122 222 166 24 2 62 75 23 4 6 71 75 2 262 77 9 18 3 3 3 6 3 6 3 6 3 6 7 7 8 7 8 7 9 9 9 9 9 9 9 9 9 9 9 9 9 9	3 8 100 1 1 5 3 166 25 200 11 4 4 100 388 177 3 8 8 100 6 4 4 5 41			7 2 2	0	3		1	34 45 3 3 45 3 3 3 6 10 11 3 5 3 3 3 12 12 12 12 12 12 12 12 13 14 15 16 16 16 16 16 16 16 16 16 16 16 16 16	111 99 200 77 33 288 349 100 77 66 222 2 3 3 39 12 12 14 1 1 50 248 11 1	322 163 304 344 345 359 161 111 211 422 610 3350 211 411 812 	18 13 18 12 22 4 4 32 4 4 70 12 4 21 36 19 12 27 23 31 12 19	10

SCHOOLS (Continued)

Full-Time Pupils by Age, Sex and Grade

															2n	d Y	ear										-
											Воу	s									C	Firls					_
	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 and over
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	44 55 33 66 22 33 88 66 22 99 11 24		1	1			5	3 45 2 1 1 1 6 6 1 1 2	44 77 100 111 2 1166 4 117 5 2 2 2 133 8 4 7 7 15 3 3 5 5	18 15 11 13	16 10 1 2 10 10 10 12	8 3 1 7 4 4	1 2 4 3 1 1		2	2		4	2 2 1 3 19 5 4 2 4 2 4 2 1	19 6 6 13 3 1 42 29 4 5 7 15 3 22 12 10 7 2	222 77 15 177 8 2 311 18 39 15 4 12 28 7 7 10 2 30 12 13 5 5 5	5 4 9 8 11 3 7 19 18 6 11 23 10 9 4 22 9 7 4 6	15 99 22 44 11 166 22 7 22 144 66 22 55 22 64 47 71 14	1 2 4 1 3 1 2	1	1	1
24									19	36	28														• •	• •	
25 26 27 28 29 30 31 32 33		5	13	6	1 2		2	9 1	13 44 2 5	37 21 60 4 15	102 10 34 1	72 4 18 1 2	36	10 1 1 7	1 2	1		1	5 1 1	141 4 42 8 2 7 33	216 8 84 20 10 22 40	88 17 30 11 5 14 22	21 8 4 3 4	14 4 3 1	13 5 1	8 5	5 12

DAY VOCATIONAL

II. Table Q.—Attendance of

	3rd Year	
	Boys G	irls
Schools		17 years 18 years 19 years 20 years 21 and over
1 Beamsville. 2 Brantford. 3 Chatham. 4 Fort William. 5 Galt. 6 Guelph. 7 Haileybury. 8 Hamilton. 9 Kingston. 10 Kitchener. 11 London. 12 Niagara Falls. 13 North Bay. 14 Oshawa. 15 Ottawa. 16 Owen Sound. 17 Port Arthur. 18 Renfrew. 19 St. Catharines. 20 Sarnia. 21 Sault Ste. Marie. 22 Stamford. 23 Sudbury. 24 Toronto (Auxiliary), Girls Control (Auxiliary), Girls Control (Central High.) 27 Toronto, Central High. 27 Toronto, Central Tech. 28 Toronto (Commerce. 30 Toronto, Riverdale. 31 Welland. 32 Weston. 33 Windsor-Walkerville.	1 1 3 12 10 2 2 1 1 5 9 1 1 2 3 2 1 1 4 7 2 101 47 23 2 2 5 2 12 19 5 2 10 10 13 1 4 12 1 1 4 19 13 3 3 6 16 9 1 6 1 4 6 6 6 .	5 17 10 4

SUMMARY OF PUPILS

		10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.
1st YEAR PUPILS	Boys		9	133	546	1,078
IST YEAR PUPILS	Girls		16	149	736	1,381
2ND YEAR PUPILS	Boys		1	8	86	391
2ND YEAR FUFILS	Girls	,		9	105	447
3rd YEAR PUPILS	Boys				38	110
SKD FEAR FUFILS	Girls				6	76
4TH AND 5TH YEAR	Boys					34
PUPILS	Girls					9
TOTALS BY SEXES	Boys		10	141	670	1,613
TOTALS DI SEAES	Girls		16	158	847	1,913
GRAND TOTALS, 19	25-1926		26	299	1,517	3,526

SCHOOLS (Continued)

Full-Time Pupils by Age, Sex and Grade (Concluded)

		4th and	5th Yea	rs						
	Boys				Girl	s				er
14 years 15 years	16 years 17 years 18 years	19 years 20 years	21 and over 14 years	15 years 16 years	17 years	18 years 19 years	20 years 21 and over	Male	Female	Total Number Enrolled
9	1 1 2 7 3 1 8 6 4 2 3 19 27 17 4 1 3 1 3 1 6 7 4 5 5 7 1 1 0 2 9 26 48 2 1 3 2	1 9 8 2 3 1 1 4 2 3 1 3 1 3 1 2 4 2 3 1 3	1 4 1	1 8 2 3 7 7 5 6 6 2 12 22 2 3 6 3 9 9 1 4 8 1 2 2 2 2 3 5	8 23 1 5 6 7 10 2	1	1 1 1 4 4 25 4 9 2 1 2 1 4 11 7 1 9	143 143 152 163 40 1,056 31 197 450 88 30 59 339 113 22 32 179 157 182 9 73 244 244 26 102 412	4 160 137 130 154 140 26 327 268 507 111 54 137 275 87 79 53 327 187 197 887 769 649 274 89 649 274 424	10 208 215 273 303 66 1,383 31 465 957 199 84 196 614 200 101 185 506 344 379 92 149 2,209 2,209 2,225 125 853 868 78 248 836

BY AGE, SEX AND GRADE

D1	,						
15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. and over	TOTALS
1,203	651	221	61	11	12	4	3,929
1,238	591	154	53	21	10	12	4,361
598	434	234	69	22	7	4	1,854
702	419	173	50	22	14	22	1,963
214	208	192	110	38	18	18	946
225	291	205	108	32	13	17	973
95	102	163	112	66	23	80	675
38	94	118	97	58	40	46	500
2,110	1,395	810	352	137	60	106	7,404
2,203	1,395	650	308	133	77	97	7,797
4,313	2,790	1,460	660	270	137	203	15,201

DAY VOCATIONAL III. TABLE R—VALUE

			Value	of Equip	ment		
Schools	Library	Maps and Charts	Laboratory and Workshop Tables	Machines and Tools	Scientific Apparatus	Drawing Instruments	Drawing Models
1 Beamsville 2 Brantford 3 Chatham 4 Collingwood 5 Fort William 6 Galt 7 Guelph 8 Haileybury 9 Hamilton 10 Kingston 11 Kitchener 12 London 13 Midland 14 Niagara Falls 15 North Bay 16 Oshawa 17 Ottawa 18 Owen Sound 19 Port Arthur 20 Renfrew 21 St. Catharines 22 Sarnia 23 Sault Ste. Marie* 24 Stamford 25 Sudbury 26 Toronto (Auxiliary), Girls Toronto (Auxiliary), Girls Toronto (Central High 27 Toronto (Central Tech 30 Toronto College of Art 31 Toronto, Commerce 32 Toronto, Commerce 33 Welland 34 Weston 35 Windsor-Walkerville 1 Totals, 1925-26 2 Torals, 1924-25 3 Increases 4 Decreases	\$ 566 78 370 397 239 34 511 270 2,072 1900 3366 78 364 70 9 579 4 1,142 563 1,002 400 124 628 251 99 4,074 4,902 2,119 511 338 615 131 1,367 25,284 17,795 7,489	\$ 172 63 51 	\$,044 897 2,410 250 1,311 898 3,755 942 11,026 60 6,329 8,231 27 6,970 2,545 700 2,660 7,871 4,554 8,630 457	\$ 968 3,194 15,212 15,913 18,656 12,330 1,076 75,552 20,170 45,115 22,663 227 15,209 19,664 650 4,124 18,081 28,602 12,957 11,109 1,811	\$ 2,280 312 1,665 163 4,737 3,106 1,576 508 19,319 290 7,753 7,831 379 9,151 8,145 290 1,799 1,763 4,340 5,933 5,110 32,414 972 503 614 843 11,616 133,412 126,631 6,781	\$	\$ 65 55 9 2,571 2,283 74 905
5 Percentages	1.98	.35	10.06	41.78	10.44	1.22	.58

^{*}Figures of 1924-25.

SCHOOLS (Continued)

OF EQUIPMENT, ETC.

	Value of Equipment										
	Stoves, Ranges and Utensils	Equipment for Dressmaking	Equipment for Millinery	Equipment for Laundry	Equipment for Home Nursing	Equipment for Physical Culture	Other Equipment Not Specified	Total Value of Equipment	Value of School Buildings, Grounds and Furniture		
1 2 3	386 2,463 1,784	\$ 131 812 511	\$ 45 33	\$ 41	\$ 44 81 18	\$ 160 748	\$ 219 3,687 9,934	\$ 7,076 12,507 32,292	\$ 150,000 271,000 50,000		
1 2 3 4 5 6 7 8 9	790 465 1,718 1,607 4,463	252 323 530 272 1,598	1,383	133	25 75	1,836 7,859	115 3,096 1,314 6,133 7,813 8,405	1,140 26,338 29,492 26,656 12,789 136,768	238,000 , 500,000 , 831 , 80,000 1,208,653		
10 11 12 13	785 6,005	824 1,565	422 274	1,638	11	2,312 424	25 10,052 34,157	891 49,496 101,452	27 502,979 439,241		
14 15 16	812	332 471	18	20		355	10,041 67 4,282	794 52,577 878	10,024 228,628		
17 18 19 20 21 22 23	1,328 1,229 2,663 735 674 1,050 1,314	1,351 441 93 162 917 375 457	19 88	55	26	16 833 457 673 1,567 1,669	1,930 3,923 1,000 4,142 18,424 22,999 11,404	4,282 36,628 29,189 7,173 9,928 45,368 66,697 35,884	304,895 400,000 216,004 13,312 1,176 308,221 615,124 250,524		
24 25 26 27	1,233 295 599	454	7	54	58	29	2,501 11,863 227 187	2,625 40,467 3,136 1,404	160,000 273,063 71,212 71,470		
28 29 30	4,520	3,858	381	1,995	173	2,328 2,674	4,549 54,710 9,429	16,649 253,342 11,548	784,079 1,761,519 121,569		
31 32 33 34 35	398 410 2,674	226 316 1,089	82 208	32	70 406	1,059 1,357	29,756 306 3,695 4,742 51,179	31,353 2,759 7,756 22,786 157,300	309,981 35,460 635 194,077 1,000,617		
1 2	40,409 30,563	17,715 14,333	3,024 2,756	4,044 7,209	1,091 909	26,378 23,272	336,306 261,010	1,277,420 1,134,513	10,608,205 8,834,029		
3 4	9,846	3,382	268	3,165	182	3,106	75,296	142,907	1,774,176		
5	3.16	1.39	. 24	.32	.08	2.07	26.33				

EVENING VOCA IV. TABLE S—ATTENDANCE, PUPILS IN THE

Teachers					IV.	rabl.	E 5	ATTE			PUP	ILS	IN THE
		lea	che	rs	Sign	u _o	<u> </u>	. 1	endan		1 2 1	SSS	T S
Schools	Number of Teachers	Male	Female	Aggregate number of teacher hours (clock hours.)	Number of Pupils on the roll for the year	Boys and Men o	Girls and Women on the roll	New Pupils admitted during the year	Pupils whose birth- place is Canada	Pupils whose birth- place is the Brit- ish Isles	Pupils who were born in other countries	Number evenings School was open	Aggregate number of student hours for the year
1 Amherstburg	11 6 6 15 19 17 6 6 16 8 8 7 7 6 6 7 7 9 9 5 19 17 7 6 6 16 6 16 16 16 16 16 16 16 16 16 16	5 7 10 111 3 6 4 4 3 3 3 3 6 6 3 3 122 122 59 2 2 5 7 7 19 2 2 8	1 1 1 8 9 6 3 3 10 4 4 4 3 3 2 2 7 7 10 4 4 18 2 6 4 4 2 2 5 5 15 5 5 5 5 5 5 5 5 5 5 5 5 5 5	54 528 1,366 1,636 1,504 496 1,136 522 375 432 400 1,136 2,746 2,356 4,700 7,522 398 373 756 2,746 3,686 3,929 1,172 628 490 1,172 624 15,473 1,289 732 710 1,196 1,354 490 1,190 1,196 1,354 490 1,190 1	177 844 3399 5044 3177 888 4533 1266 1277 1011 165 2166 999 4866 7400 1200 7577 1,672 1211 1700 168 1,274 1,194 1677 1,32 412 156 222 4,157 3800 181 127 403 103 104 204 205 1,21 1,21 1,21 1,21 1,21 1,21 1,21 1,2	200 1111 2977 1311 344 1177 255 355 2122 988 666 1977 2655 277 3066 1,112 20 944 955 649 614 4211 555 1766 72 101 1,083 1377 73 666 189 1599 16661 381 203 249 2254 1200 2544 1200 2544 1200 5 104 1,253 548 143 2,740 889 114	177 644 2288 2077 1866 544 3366 1011 922 79 43 1188 333 2899 475 93 451 560 101 76 733 625 580 141 2566 77 2366 84 121 3,074 243 108 205 228 244 93 3155 741 2500 196 172 13100 1800 1,444 610 106 3,336 1,065 147	177 2987 2988 1911 555 2255 866 650 999 1522 2915 501 744 493 721 222 1155 125 233 989 141 534 132 270 156 101 1,483 205 71 194 53 249 721 123 249 721 125 125 125 125 125 125 125 125 125 1	133 833 2822 3844 246 599 3466 101 949 655 3088 449 110 5399 7800 1117 793 7288 101 147 117 793 728 120 359 106 328 101 144 3,649 335 166 255 284 197 82 159 169 179 171 177 177 177 177 177 178 179 179 179 179 179 179 179 179 179 179	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3 3 400 155 102 266 2 444 3199 5 5	27 444 477 911 476 888 433 955 36 91 93 244 60 125 149 93 137 87 87 87 87 87 87 87 87 87 87 87 87 87	446 5,785 12,920 19,994 10,381 4,634 13,304 4,498 6,876 5,220 5,124 11,446 2,433 17,260 24,130 3,782 33,912 78,100 5,246 3,579 7,622 42,829 46,524 4,132 16,728 4,542 19,950 5,810 14,661 149,302 10,722 7,260 8,470 14,008 15,758 5,524 9,036 48,454 15,894 19,652 15,092 2,642 1,166 31,028 9,775 908 7,476 107,260 46,685 16,900 302,384 116,132 4,268 1,7260 107,260 1
55 Weston. 56 Whitby 57 Windsor. 58 Woodstock.	18 4 44 17	9 1 29 10	9 3 15 7	1,304 192 3,911 1,232	385 34 1,201 280	183 6 751 102	202 28 450 178	330 34 1,067 183	299 30 632 196	82 4 285 83	284	96 35 117 65	14,940 1,015 48,032 3,640
Totals	1196	708	488	114990	35226	15430	19796	21145	23441	8294	3491	4526	1477,785

TIONAL SCHOOLS

VARIOUS BRANCHES OF INSTRUCTION, ETC.

		0 11	
Number of Pupils in English Literature	1.743	Cooking	3,16
Reading	1,719	Housekeeping	1.
Composition and Spalling		Home Economics	70
Composition and Spening	2,978	Home Economics	78
Grammar	2,267	Home Nursing	69
History and Civics	303	Hygiene and Dietetics	28
English for non-English Speaking	000	Sewing and Dressmaking	6,19
English for non-English Speaking		Dewing and Diessmaking	0,19
Persons	1,354	Power Machine Operating	17
Geography	213	Millinery	2,14
Civil Service	26	Millinery Embroidery and Lace-making	35
A mith marking		Franch	90
Arithmetic	2,668	French	
Algebra	779	Spanish	11
Geometry	347		1,41
Triconomoters		Advertising	10
Trigonometry	112	Advertising	
Shop Mathematics	691		2,57
Surveying	46	Business Law	34
Conoral Physics	36	Penmanship	1,29
General Physics.		Stonography	
Electricity, Theory	833		3,93
Electricity, Applied	813	Salesmanship	15
Applied Mechanics	53	Typewriting	4,66
		Agriculture	3
General Chemistry	407	E- TZ 'v.'	
Chemistry of the Trades and Industries	231	Fancy Knitting	30
Metallurgy and Assaying	32	Music	20
Minoralogy and Coology	76	Interior Decorating	25
Mineralogy and Geology		Lie Pending	20
Mechanical Drawing	829	Lip Reading	,
Machine Drawing and Design	201	Radio	5
Architectural Drawing	468		
Chart Matal Dawing			
Sheet Metal Drawing	90		
Machine Shop Work	909		
Forge Work	142		
Ovy Acetylene Welding		OCCUPATION OF PURIL ON ENTERN	NC
Oxy-Acetylene Welding	251	Occupation of Pupils on Enterin	NG
Sheet Metal Work	54	School:	
General Wood Working	798		
Cabinet Making and Joinery	441		
Cabinet making and Joinery		Tevtile Industries	52
Carpentry and Building Construction.	224	Textile Industries	52
Carpentry and Building Construction.			52 18
Carpentry and Building Construction. Pattern-making	224	Chemical Industries	18
Carpentry and Building Construction. Pattern-making Bricklaying	224 22 57	Chemical Industries	18 21
Carpentry and Building Construction. Pattern-making Bricklaying Painting and Decorating	224 22 57 68	Chemical Industries	18
Carpentry and Building Construction. Pattern-making Bricklaying Painting and Decorating	224 22 57	Chemical Industries	18 21 1,49
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing	224 22 57 68	Chemical Industries	18 21 1,49 16
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating Plumbing Steam and Gas Engines, and Power	224 22 57 68 237	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work	18 21 1,49
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants.	224 22 57 68 237	Chemical Industries Sheet Metal Work. Machine Shop Work. Forge Work. Foundry Work.	18 21 1,49 16 20
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering.	224 22 57 68 237 515 15	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work	18 21 1,49 16
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering.	224 22 57 68 237	Chemical Industries Sheet Metal Work. Machine Shop Work. Forge Work. Foundry Work. Leather Work.	18 21 1,49 16 20 21
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working.	224 22 57 68 237 515 15	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery	18 21 1,49 16 20 21 31
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing Steam and Gas Engines, and Power Plants. Marine Engineering Textile Working. Pulp and Paper Making	224 22 57 68 237 515 15 18 99	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery	18 21 1,49 16 20 21
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding.	224 22 57 68 237 515 15	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction	18 21 1,49 16 20 21 31 72
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing Steam and Gas Engines, and Power Plants. Marine Engineering Textile Working. Pulp and Paper Making	224 22 57 68 237 515 15 18 99 294	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery	18 21 1,49 16 20 21 31 72 20
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and	224 22 57 68 237 515 15 18 99 294	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction. Painting and Decorating	18 21 1,49 16 20 21 31 72
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography.	224 22 57 68 237 515 15 18 99 294	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing	18 21 1,49 16 20 21 31 72 20 35
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics.	224 22 57 68 237 515 15 18 99 294 28 2,177	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction. Painting and Decorating	18 21 1,49 16 20 21 31 72 20 35 25
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy.	224 22 57 68 237 515 15 18 99 294 28 2,177 114	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating	18 21 1,49 16 20 21 31 72 20 35 25
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy.	224 22 57 68 237 515 15 18 99 294 28 2,177	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work	18 21 1,49 16 20 21 31 72 20 35 25 58
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing.	224 22 57 68 237 515 15 18 99 294 28 2,177 114 377	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating	18 21 1,49 16 20 21 31 72 20 35 25
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study.	224 22 57 68 237 515 15 18 99 294 28 2,177 114 377 547	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding.	18 21 1,49 16 20 21 31 72 20 35 25 58 54
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering.	224 222 57 68 237 515 18 99 294 28 2,177 114 377 547 332	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding.	18 21 1,49 16 20 21 31 72 20 35 25 58 54 3
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering.	224 22 57 68 237 515 18 99 294 28 2,177 114 377 547 332 602	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding.	18 21 1,49 16 20 21 31 72 20 35 25 58 54
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing.	224 222 57 68 237 515 18 99 294 28 2,177 114 377 547 332	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades	18 21 1,49 16 20 21 31 72 20 35 25 58 54 3 3,20
Carpentry and Building Construction. Pattern-making. Bricklaying. Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing. Industrial Design.	224 222 57 68 237 515 15 18 99 294 28 2,177 114 377 547 332 602 145	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design	188 211 1,499 166 200 211 311 722 200 355 588 544 3 3,200 16
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing. Industrial Design. Illustrating.	224 222 57 68 237 515 15 15 18 99 294 28 2,177 114 377 547 332 602 145 167	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design	18 21 1,49 16 20 21 31 72 20 35 25 58 54 3 3,20
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing. Industrial Design. Illustrating. Drawing and Painting from Antique.	224 222 57 68 237 515 18 99 294 28 2,177 114 377 547 332 602 145 167 207	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories	188 211 1,499 166 200 211 311 722 200 355 588 544 3 3,200 166 1,83
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing. Industrial Design. Illustrating.	224 222 57 68 237 515 15 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding. Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores	188 211 1,49 166 200 211 311 722 200 355 255 584 3,200 166 1,833 2,17
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy Elementary Drawing. Colour Study. Lettering Show Card Writing. Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life.	224 222 57 68 237 515 18 99 294 28 2,177 114 377 547 332 602 145 167 207	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores	188 211 1,49 166 200 211 311 722 200 355 255 584 3,200 166 1,833 2,17
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography Automobile Mechanics. Telegraphy Elementary Drawing. Colour Study. Lettering Show Card Writing. Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life. Drawing and Painting from Life.	224 222 577 68 237 515 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193 126	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores House Workers	188 211 1,49 166 200 211 311 722 200 355 255 58 54 3,200 16.1,83 2,177 1,73.4
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing. Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life. Drawing and Painting from Life. Modelling.	224 222 57 68 237 515 15 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193 126 62	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores House Workers Housekeepers	188 211 1,499 166 200 211 311 722 200 355 255 588 544 33 3,200 166 1,833 22,177 1,733 3,82
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing. Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life. Drawing and Painting from Life. Modelling. Wood Carving.	224 222 577 688 237 515 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193 126 62 134	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores House Workers Housekeepers	188 211 1,499 166 200 211 311 722 200 355 255 588 544 33,200 166 1,833 22,177 1,733 3,82
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing. Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life. Drawing and Painting from Life. Modelling. Wood Carving.	224 222 57 68 237 515 15 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193 126 62	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores House Workers Housekeepers Other Occupations	188 211 1,499 166 200 211 311 722 200 355 588 544 3 3,200 166 1,83 2,177 1,73 3,82 2,966
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering. Show Card Writing. Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life. Drawing and Painting from Life. Modelling. Wood Carving. Basketry.	224 222 577 688 237 515 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193 126 62 134	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores House Workers Housekeepers Other Occupations	188 211 1,499 166 200 211 311 722 200 355 255 588 544 33,200 166 1,833 22,177 1,733 3,82
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering Show Card Writing Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life. Drawing and Painting from Life. Modelling. Wood Carving. Basketry. Pottery.	224 222 57 68 237 515 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193 126 62 134 566 105	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores House Workers Housekeepers Other Occupations	188 211 1,499 166 200 211 311 722 200 355 588 544 3 3,200 166 1,83 2,177 1,73 3,82 2,966
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants. Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering Show Card Writing. Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life. Drawing and Painting from Life. Modelling. Wood Carving. Basketry. Pottery. Metal Work and Jewellery.	224 222 57 68 237 515 15 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193 126 62 134 566 105 39	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding. Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores House Workers Housekeepers Other Occupation 1 Without Occupation	188 211 1,499 166 200 211 311 722 200 355 588 544 33,200 166 1,833 22,177 1,733 3,822 2,966 3,303
Carpentry and Building Construction. Pattern-making. Bricklaying Painting and Decorating. Plumbing. Steam and Gas Engines, and Power Plants Marine Engineering. Textile Working. Pulp and Paper Making. Printing and Bookbinding. Photography, Photo-engraving and Lithography. Automobile Mechanics. Telegraphy. Elementary Drawing. Colour Study. Lettering Show Card Writing Industrial Design. Illustrating. Drawing and Painting from Antique. Drawing and Painting from Still Life. Drawing and Painting from Life. Modelling. Wood Carving. Basketry. Pottery.	224 222 57 68 237 515 18 99 294 28 2,177 114 377 547 332 602 145 167 207 193 126 62 134 566 105	Chemical Industries Sheet Metal Work Machine Shop Work Forge Work Foundry Work Leather Work Cabinet-making and Joinery Carpentry and Building Construction Painting and Decorating Plumbing Power Plant Operating Electrical Work Printing or Bookbinding Photography, etc. Other Trades Art and Design Women at Work in Factories Women at Work in Shops and Stores House Workers Housekeepers Other Occupations	188 211 1,499 166 200 211 311 722 200 355 588 544 33,200 166 1,833 22,177 1,733 3,822 2,966 3,303

VOCATIONAL

V. TABLE T-

	Receipts							
			Recei	pts	1			
Day and Evening Schools	Legislative Grants	Local Municipal Grants	School Fees	Debentures	Balances and Other Sources	Total Receipts		
1 Amherstburg 2 Barrie 3 Belleville 4 Brantford 5 Brockville 6 Burlington 7 Chatham 8 Collingwood 9 Dundas 10 Elmira 11 Espanola 12 Fairbank	\$ c. 329 62 855 75 2,317 16 2,519 25 2,244 50 1,097 35 14,880 99 1,268 75 1,606 82 739 88 561 45	9,058 72 1,500 00 302 65 18,967 00 1,266 18 1,266 00	211 00		312 90 63 54 3,254 05	1,667 54 37,612 04 2,745 93 3,609 13 2,027 27		
(15, York) 13 Fort William 14 Galt 15 Goderich 16 Guelph 17 Haileybury 18 Hamilton 19 Hespeler 20 Ingersoll 21 Iroquois Falls 22 Kingston	1,103 25 11,277 14 21,560 56 615 00 24,623 77 9,879 79 96,734 20 685 55 972 75 840 75 112 50	21,791 43 26,771 62 524 32 16,549 25 1,200 00 222,373 00 338 16 800 00 172 63		6,979 00 43,044 57	1,720 28 625 35 304 15 1,841 58 2,908 35 5,472 07 266 13 518 57 701 25 725 31	3,054 53 33,286 57 56,298 53 1,602 47 44,033 60 13,988 14 382,648 71 1,295 84 2,308 32 2,283 63 912 81		
23 Kitchener- Waterloo	106 50 1,891 72 15,974 78 1,775 99	101,385 76 1,217 22 18,763 77 6,000 00 4,174 14 	3,360 10 472 00 682 00 288 00 288 00 874 00 9,952 50 102 00 124 66 216 00 215 35 338 00 77 00 36 00 13,279 25 635 00 1,596 50 612 00 148 40 12 00 955 20	31,042 07 990 08	20 00 3,287 48 4,085 52 600 00 8,553 81 14,595 98 885 70 101 04 599 03 167 00 3,834 58 89,336 78 26,359 92 2,336 92	14,306 31 6,346 81 888 00 9,050 94 160,080 19 58,492 66 2,183 37 2,021 75 4,544 15 11,701 81 2,495 36 12,122 52 165,345 61 4,314 13 87,720 42 50,795 89 1,520 62 632 57 5,452 68		
and Riverdale 49 Toronto, Com'rce. 50 Wallaceburg 51 Welland 52 Weston 53 Whitby	220,361 37	259,549 47 438 26 3,292 44 2,500 00	12,924 07 172 00 428 00	17,068 81	156,696 41 28,236 31	1,220 76 9,151 15		

SCHOOLS (Continued)

FINANCIAL STATEMENT

			Expend	liture		
	Teachers' Salaries	Buildings, Sites and all Permanent Improvements	Repairs to School Accommoda- tions	Libraries, Maps and Charts, All Apparatus and Equipment	School Books. Stationery, Prizes, Fuel, Examinations and all Other Expenses	Total Expenditure
1 2 3 4 5 6 7 8 9 10	1,465 50 17,493 88 2,055 00	7, 7, 8, 1,795 40 50 00	1,736 80	329 77 43 16 7,100 43 220 58 2 35	35 00 425 48 614 00 1,681 60 303 82 149 63 7,291 35 420 35 365 39 203 90	\$ c. 289 00 1,548 48 4,025 00 11,577 97 3,751 59 1,658 29 35,417 86 2,745 93 2,466 73 1,043 60 1,204 25
12 13 14 15 16 17 18 19 20 21 22	1,046 00 29,484 32 9,710 90 164.174 38	3	52 95 3,288 32	7,845 59 4,588 74 115 35 9,295 67 2 10	19,049 94 456 47 9,960 54 2,039 86 154,082 45 385 74 147 95	2,507 49 33.286 57 56,298 53 1,602 47 44,033 60 11,919 06 332,269 31 1,295 84 1,605 28 2,283 63 912 81
23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47	340 00 6,088 00 104,410 00 22,230 80 1,856 00 1,708 00 3,380 00 9,442 00 1,916 00 10,300 40 41,215 82 3,833 00 43,082 77 29,011 77	52,631 57 497 14 29,004 03 8 0 23,097 30 3,128 57 0 38 58 0 10 10 10 10 10 10 10 10 10	1,323 06 720 99 327 21 143 92 462 95 453 82	42 61 150 00 905 87 133 21 50 00 500 00 677 64 10,356 86 222 37 100 00 12 55 157 35 729 12 2,285 59 640 84 1,071 46 231 62	52,770 50 774 97 8,570 25 72 76 378 60 37 62 1,001 15 29,919 65 21,494 36 105 00 175 17 678 32 -1,711 35 246 71 1,093 00 107,425 03 481 13 41,255 73 20,077 42 81 00 100 00 362 03 8,983 51	105.893 31 212.334 57 3,048 72 61,169 28 8,357 41 6,346 81 427 62 7,589 15 158,104 59 57,931 58 2,183 37 2,021 75 4,070 87 11,701 81 2,162 71 12,122 52 161,892 52 4,314 13 85,442 31 50,792 10 1,520 62 465 00 3,753 13 33.860 42 3,259 14
48 49 50 51 52 53	377,248 22 202,359 69 1,004 00 8,838 00 26,332 82 92 00	153,178 95	14,938 70	2,317 35	110,306 12 216 76 313 15 17,866 78	1,043,185 63 483,100 81 1,220 76 9,151 15 71,868 31 224 00

VOCATIONAL

V. TABLE T-

Day and Evening Schools	Legislative Grants Local Municipal Grants		School Fees	Debentures	Balances and Other Sources	Total Receipts	
F A 337' 1	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
54 Windsor- Walkerville 55 Woodstock	27,263 84 1,058 37	129,388 21	7,423 17 305 00		50,935 13 34 11	215,010 35 2,297 48	
1 Totals, 1925 2 Totals, 1924	743,427 37 672,077 86	1,778,559 00 1,778,049 32	114,171 12 105,770 92	130,400 60 582,099 82	730,697 56 335,137 32	3,497,255 65 3,473,135 24	
3 Increases 4 Decreases				451,699 22			
5 Percentages	21.26	50.86	3.26	3.73	20.89		

SCHOOLS (Concluded)

FINANCIAL STATEMENT (Concluded)

	Expenditure											
	Teachers' Salaries Buildings, Sites and All Permanent Improvements		Repairs to School Accommoda- tions	Libraries, Maps and Charts, All Apparatus and Equipment	School Books, Stationery, Prizes, Fuel, Examinations and all Other Expenses	Total Expenditure						
	\$ - c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.						
54 55	100,336 35 1,874 00		152 71	2,489 39	86,820 17 423 48							
1 2	1,525,531 63 1,274,963 76											
3 4	250,567 87	266 606 04	6,064 71	77,670 89	360,064 15	260,199 58						
5	45.33	9.50	.80	3.06	41.30							

TABLE U-PROTESTANT SEPARATE SCHOOLS

	No. 1 Grattan	No. 2 Hagarty	L'Orignal Village	Penetan- guishene Town	Totals, 1925
Number of Schools	1	1	1	2	5
Receipts: Balances from 1924. Government grants. Municipal grants. Municipal assessments. Other sources.*	\$ c. 955 81 310 30 15 30 1,033 60 402 81	\$ c. 203 69 592 56 10 06 602 72 317 50	\$ c. 556 25 161 10 8 61 901 70 39 69	179 62	1,243 58 33 97 14,338 02
Totals	2,717 82	1,726 53	1,667 35	13,456 91	19,568 61
Expenditure: Teachers' salaries School sites and buildings Libraries, maps, apparatus, etc Other expenses	1,000 00 150 86 10 00 561 43	914 00 147 18 9 00 444 35	850 00 129 95 86 28	9,039 80 215 45 4,201 66	11,803 80 427 99 234 45 5,293 72
Totals	1,722 29	1,514 53	1,066 23	13,456 91	17,759 96
Balances on hand	995 53	212 00	601 12		1,808 65
Teachers: Male Female Certificates Salaries	1 II \$1,000	1 III \$900	1 II \$900	1 7 8 II 1 male, \$2,000 ave. female \$1,036	1 10 10 II, 1 III 1 male, \$2,000 ave. female \$1,005
Pupils: Total number attending. Boys. Girls. Average attendance. No. in Primer. No. in 1st Book. No. in 2nd Book. No. in 3rd Book. No. in 4th Book.	26 12 14 17 6 4 3 6 6	31 17 14 21 10 3 9 3 6	14 7 7 8 2 1 2 5	336 174 162 252 51 40 51 112 82	407 210 197 298 69 48 65 126 98
No. beyond 4th Book. No. in Art. No. in Geography No. in Music. No. in Literature. No. in Composition No. in Grammar No. in English History. No. in Canadian History. No. in Physiology and Hygiene. No. in Nature Study. No. in Physical Culture. No. in Agriculture.	1 26 26 26 26 26 7 15 16 26 12	31 31 31 31 31 31 6 18 18 31 9	9 6 9 7 7 3 5 5 9 9	336 285 336 336 336 82 194 194 336 336 336 336	1 402 348 402 400 400 98 232 233 402 366 402 85

TABLE V—REPORT ON NIGHT SCHOOLS

I. Night Elementary Schools

	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Barwick Consolidated Coniston Port Colborne Toronto York S.S. No. 28.	1 2 15	1 1 4 51 2	12 38 140 1,607 35	11 11 76 617 10
Totals, 1925-26	20	59	1,832	725

II. Night High Schools

	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Brantford. Fort William Galt. Hamilton. Hanover Kitchener-Waterloo London. Oshawa Pembroke. Port Arthur. St. Catharines St. Thomas. Sarnia. Toronto Weston. Windsor.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 1 6 17 5 2 13 2 1 1 1 9 2 2 64 2 7	58 20 62 550 145 40 90 15 13 7 115 19 36 2,223 32 122	25 16 34 340 100 15 29 11 10 5 56 8 18 666 9
Totals, 1925-26	18	138	3,547	1,393

TABLE W-GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of and Vocational Schools from the year 1867

Amount paid for the salaries of Public and Separate School Teachers							
2 High Schools (including Collegiate Institutes) 102 104 104 104 114 103 104 1	No.	Subjects Compared	1867	1872	1877	1882	, 1887
2 High Schools (including Collegiate Institutes) 102 104 104 104 114 103 104 1							
Institutes		Population		1,620,851		1,926,922	
4 Vocational Schools (Day) 4,261 4,400 4,955 5,013 5,277 6 Roman Catholic Separate Schools 161 171 185 190 229 7 Grand total of above schools in operation 4,524 4,765 5,244 5,307 5,618 8 Pupils attending High Schools (including Collegiate Institutes and Night High Schools) 5,696 7,968 9,229 12,348 17,459 9 Pupils attending Continuation Schools 10 Pupils attending Continuation Schools 5,696 7,968 9,229 12,348 17,459 10 Pupils attending Evening Vocational Schools 8,005 8,005 465,908 445,364 462,839 11 Pupils attending Roman Catholic Separate Schools 382,719 433,256 465,908 445,364 462,839 13 Amount paid for the salaries of Public and Separate School Teachers 407,339 462,630 500,089 483,860 510,671 14 Amount paid for Continuation School Teachers' salaries \$1,473,189 2,207,364 3,073,489 3,026,975 3,742,104 17 Amount paid for High School (and Collegiate Institute Teachers' salaries \$94,820 <td>2</td> <td>Institutes)</td> <td>102</td> <td>104</td> <td>104</td> <td>104</td> <td>112</td>	2	Institutes)	102	104	104	104	112
Fublic Schools		Continuation Schools			v		
7 Grand total of above schools in operation		Public Schools					
tion		Roman Catholic Separate Schools	161	171	185	190	229
Cluding Collegiate Institutes and Night High Schools 10 10 11 12 13 12 13 13 14 15 14 15 15 15 15 15		tion	4,524	4,765	5 ,244	5,307	5,618
Night High Schools 5,696 7,968 9,229 12,348 17,459 Pupils attending Continuation Schools Pupils attending Day Vocational Schools Pupils attending Evening Vocational Schools Pupils attending Public Schools (including Kindergarten and Night Schools) 382,719 433,256 465,908 445,364 462,839 465,008 445,364 462,839 462,630 465,908 445,364 462,839 462,630 465,908 445,364 462,839 462,630 465,908 445,364 462,839 462,630 462,63	8	Pupils attending High Schools (in- cluding Collegiate Institutes and					
Pupils attending Day Vocational Schools Pupils attending Evening Vocational Schools Pupils attending Evening Vocational Schools Pupils attending Public Schools Separate School Separate School Teachers Separate School Teachers Separate School Teachers Separate School Purposes Separate School Purpose Separate School		Night High Schools)	5,696	7,968	9,229	12,348	17,459
11 Pupils attending Evening Vocational Schools 2 2 2 2 2 2 4 3 3 2 5 4 4 4 5 3 4 5 3 4 5 3 4 5 3 5 5 5 5 5 5 5 5		Pupils attending Day Vocational					
Schools		Schools					
Cluding Kindergarten and Night Schools 382,719 433,256 465,908 445,364 462,839 42,839 433,256 465,908 445,364 462,839 42,971 433,256 465,908 445,364 462,839 42,972 26,148 30,373 42,008 42,952 26,148 30,373 42,008 42,952 26,148 30,373 462,630 500,089 483,860 510,671 40,739 40,739 462,630 500,089 483,860 510,671 40,739 40	11	Schools					
Schools	12						
Separate Schools		Schools)	382,719	433,256	465,908	445,364	462,839
Grand total of students and pupils attending High, Continuation, Vocational, Public and Separate Schools	13	Pupils attending Roman Catholic Separate Schools		21,406	24.952	26.148	30.373
Cational Public and Separate Schools	14	Grand total of students and pupils	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	22,100	,	,	, , , , , ,
Schools		cational, Public and Separate					
and Separate School Teachers	1.5	Schools	407,339	462,630	500,089	483,860	510,671
Total amount paid for Public and Separate School purposes	15	and Separate School Teachers		1,371,594	2,038,099	2,144,449	2,458,540
Amount paid for Continuation School Teachers' salaries	16	Total amount paid for Public and	\$1 473 180	2 207 364	3 073 489	3.026.975	3 742 104
Teachers' salaries \$				2,207,001	0,0,0,10,	0,020,710	0,712,101
Total amount paid for Continuation School purposes Amount paid for High School (and Collegiate Institute) Teachers' salaries	17		\$				
School purposes	4.0						
Amount paid for High School (and Collegiate Institute) Teachers' salaries	18	School purposes	\$				
aries	.19	Amount paid for High School (and					
and Collegiate Institute purposes.			\$ 94,820	141,812	211,607	253,864	327,452
21 Amount paid for Vocational School Teachers' salaries \$ 22 Total amount paid for Vocational School purposes \$ 23 Grand total paid for Educational purposes as above \$ 24 Male Teachers in Public and Separate Schools \$ 25 Female Teachers in Public and Separate ate Schools 2,849 2,626 3,020 3,062 2,718 26 Total Public and Separate School Teachers 2,041 2,850 3,448 3,795 4,876 27 Continuation School Teachers 4,890 5,476 6,468 6,875 7,594 28 High School and Collegiate Institute Teachers 159 239 280 332 398 29 Day Vocational School Teachers Number of all Teachers, as specified above 5,049 5,715 6,748 7,189 7,992	20		\$ 124 181	210 005	343 710	343.720	495.612
Total amount paid for Vocational School purposes School purposes School purposes School purposes School purposes as above St,597,370 2,417,369 3,417,199 3,370,695 4,237,716	21	Amount paid for Vocational School	w 121,101	210,000	010,710	010,120	170,012
School purposes School purposes School paid for Educational purposes as above St,597,370 2,417,369 3,417,199 3,370,695 4,237,716	22	Total amount paid for Vocational	\$	• • • • • • • •			
purposes as above		School purposes	\$				
24 Male Teachers in Public and Separate Schools 2,849 2,626 3,020 3,062 2,718 25 Female Teachers in Public and Separate Schools 2,041 2,850 3,448 3,795 4,876 26 Total Public and Separate School Teachers 4,890 5,476 6,468 6,875 7,594 27 Continuation School Teachers 159 239 280 332 398 29 Day Vocational School Teachers 159 239 280 332 398 29 Day Vocational School Teachers Number of all Teachers, as specified above 5,049 5,715 6,748 7,189 7,992	23	purposes as above	\$ 1,597,370	2,417,369	3,417,199	3,370,695	4,237,716
Female Teachers in Public and Separate Schools	24	Male Teachers in Public and Separate					
Total Public and Separate School Teachers	25	Female Teachers in Public and Separ-					
Teachers	26			2,850	3,448	3,795	4,876
28 High School and Collegiate Institute Teachers. 159 239 280 332 398 29 Day Vocational School Teachers. Number of all Teachers, as specified above. 5,049 5,715 6,748 7,189 7,992		Teachers		5,476	6,468	6,875	7,594
Teachers		Continuation School Teachers					
30 Number of all Teachers, as specified above		Teachers	159	239	280	332	398
above		Number of all Teachers, as specified			• • • • • • • •		
* Included in Public and Separate School attendances. † Included with		above					

^{*} Included in Public and Separate School attendances. † Included with year ended six months after

STATISTICAL ABSTRACT

Education in Ontario, as connected with Public, Separate, Continuation, High to 1925, compiled from Returns to the Department of Education.

_	1	1	1	1	1				
No.	1892	1897	1902	1907	1912	1917	1922	1924	1925
1	2,114,321		2,182,947		12,527,292		x2,933,622		
2 3 4 5	128	130 44	134 65	143 107		162		183	
4 5 6	5,577 312	5,574 340	5,671 391	5,819 449	5,939 513		6,289	6,361	6,389
7	6,017	6,088	6,261	6,518	6,738	6,961	7,317		
8	22,837	-24,390 *1,618	24,472 *2,190	30,331 *4,744	32,608 6,094		¶46,340 ¶8,777	¶55,116 ¶10,545	
10						¶3,674	¶9,402	¶ 15,209	9 19,649
11						¶ 14,597	¶ 33,511	¶35,675	¶ 35,226
12	458,553	453,256	420,094	413,510	429,030	458,436	515,202	517,256	520,528
13	37,466	41,620	45,964	51,502	61,297	70,048	88,546	93,524	95,300
14	518,856	519,266	490,530	495,343	529,029	584,883	701,778	727,325	739,674
15	2,752,629	2,886,061	3,198,132	4,389,524	6,109,547	8,398,450	16,690,982	18,105,568	18,569,110
16	4,053,918		4,825,160 Included		11,273,960	14,111,835	31,920,884	33,010,064	33,298,817
17		with No. 15 Included	with No. 15 Included	with No. 15 Included	202,875	228,362	474,241	590,085	595,629
18		with No. 16	with No. 16	with No. 16	265,087	324,621	881,431	1,096,285	1,101,854
19	472,029	532,837	547,402	783,782	1,232,537	1,554,049	2,963,001	3,716,940	3,986,032
20	696,114	715,976	769,680	1,213,697	1,953,061	2,418,975	6,742,875	7,819,101	7,889,507
21							787,370	1,274,964	1,525,532
22							1,871,614	3,105,235	3,365,435
23	4,750,032	4,931,646	5,594,840	8,769,876	13,492,108	16,855,431	41,416,804	45,030,685	45,655,613
24	2,770	2,784	2,311	1,813	1,511	1,317	1,740	1,946	2,051
25	5,710	6,344	7,320	8,387	9,617	11,445	13,132	13,562	13,682
26 27	8,480	9,128 †44	9,631 †86	10,200 †140	11,128 226	12,762 241	14,872 323	15,508 396	15,733 408
28 29	522	579	593	750	917	1,051 132	1,420 286	1,657 416	1,739 530
30	9,002	9,707	10,224	10,950	12,271	14,186	16,901 gures for th		18,410

THE CONSOLIDATED SCHOOLS

No.	Consolidated School	Sections Consolidated	Assessment	Class	Area of Grounds in Acres	Convey- ances Horse- drawn (h) Motor (m)
1	Barwick	4, 11, 12, Barwick, Rainy River				
2		District	\$128,692 166,325		5 10	2 (h) 1 (h) ;2 (m)
3	Byng Inlet	2, Wallbridge, 1 Henvey, Parry Sd. Dist	54,150	3	5	1 (h)
4	Charlton	2, 4, Dack, Town, Charlton, Timiskaming Dist	128,876		5	2 (h)
5	Dorion	1, 2, 3, Dorion, Thunder Bay Dist.	92,792	2	5	4 (h)
6	Falls View	7, 9, Stamford, Welland	4,677,365	7	5	1(h) 1 (m)
7	Gooderham	2, 4, 5, Glamorgan, Haliburton	40,533	4	5	3 (h)
8	Grant	3, 15, Nepean, Carleton	605,525	5	5	1 (m)
9	Grantham	5, 6, Grantham, Lincoln	471,946	6	5	1 (m)
10	Hudson	Hudson Tp., Timiskaming	281,000	2	3	2(h); 1(m)
11	Humber H'gts	5. Etobicoke (3 schools), York	485,816	7	3	2 (h)
12	Katrine	1, 5, Armour, Parry Sound Dist	50,916	1	1	3 (h) ·
13	Macdonald	6½, 7, Guelph, Wellington	429,320	6	5	Street cars
14	Mallorytown	4, 5, 6, Front of Yonge, 19 Front		,	h 7	4 (1)
15	Mindemoya	of Escott, Leeds	236,541 123,655		7 5	4 (h) 3 (h)
16	Morley	7, Morley; 9, Morley and Dilke; 1	226.000	2	0	4 ()
17	Nipigon	Long Sault, Rainy River Dist 1, 2, 3, Nipigon, Thunder Bay Dist.	226,089 492,550		8 5	4 (m) 1(h); 2(m)
18	Nobel	1, Carling; 3, Macdougall, Parry Sd.	. 245 205			2/)
19	North Mount'n	Dist	215,295 345,958		5 7	2(m) 7(h); 1(m)
20	Paudash	1, 6, 7, Cardiff, Haliburton	230,000	2	. 2	1 (h)
21	Point au Baril	1, 2, Harrison, Parry Sound Dist.	310,350	1	2	2 (m)
22	Quibell	1,2,Wabigeon; 1,Redvers, Kenora	00.220	0	4.4	4 (1)
23	Savard	Dist	98,230		11	4 (h)
	0 111	kaming Dist	160,380	2.	5	5 (h)
24	Ü	6, 4, Strong; Village of Sundridge, Parry Sound Dist	204,489	4	4	2 (m)
25	Tamworth	3, 6, 7, Sheffield; 28, Camden, Lennox and Addington	165,671	. 5	-5	5 (h)
26	Tweed	3, 5, Hungerford, Tweed Village, Hastings	819,446	6	31/2	3(h); 2(m)
27	Wellington	11, 14, 15, 10, Hillier; 8, 10, Hallo-	4.057.			
28	West Guilford	well, Wellington Village 2, 3, Guilford, Haliburton	1,385,000 49,082	9 2	$\frac{6\frac{1}{2}}{4}$	1(h); 4(m) 5 (h)
29	Wilberforce	2, 6, Monmouth; 8, Cardiff, Hali- burton	38,532	2	3	1 (h)

THE CONSOLIDATED SCHOOLS (Continued)

	Owned by Contractors (C)	Routes in	No. of Pupils	Drivers' Daily	Average Day pe Transp	r Pupil	No. of Pupils in	No. in Con- tinua-
No.	or Section (S)	miles	Conv'y'd	Wages	To Sect.	To Govt.	Fifth	tion School
1	C	6, 6	37	(2) \$2.50	\$0.05	\$0.08	9	
2	С	5, 9½, 6	75	\$4.50-\$7.00	. 09	.14	6	
3	С	3	22	\$5.50 \$4.00	. 07	.11	1	
4	S	6, 5, 2	83	\$4.00-\$4.25	.05	.08	11	
5	S	5, 334, 5	71	\$2.75 \$3.87½-\$2.50	. 07	.11		
6	С	$\begin{vmatrix} 3\frac{1}{2} \\ 7\frac{1}{2}, 4\frac{1}{2} \end{vmatrix}$	80	\$3.37 ¹ / ₂ -\$3.00 \$8.57-\$5.80	.13	.05		
7	С	31/2, 51/2	48	\$3.75-\$4.00	. 09	.13	5	
8	S	2½, 2½ 3½	10	\$2.00-\$1.00 \$2.83	. 20	.08		
9	С	21/2	31	\$5.00	.11	.05	2	
10	S (2h)	6, 8	62	\$3.00-\$3.25	.06	.10		
11	C (m)	33/4, 31/2	48	\$3.50 (2) \$4.00	.12	.05		
12	С	5, 3, 2½	34	\$4.00-\$2.95 \$2.00	.11	.15	2	
13		Street Cars						
14	С	5½, 4, 2, 4	51	\$2.25-(2) \$1.60 \$1.00	.08	.05		42
15	С	8½, 8, 3	58	(2) \$3.50 \$2.50	.06	.10		33
16	С	8, 6, 9, 5	88	\$4.31½-\$3.80 \$3.37½-\$4.06½	.07	.11	14	
17	С	$1\frac{1}{2}, 4\frac{1}{2}, 1\frac{1}{2}$	54	\$4.50-\$7.00 \$1.50	.09	.15	7	
18	С	5½, 3½	60	\$15.00	.10	.15	6	
19	С	$\begin{array}{c} 4\frac{1}{2}, 5, 5\frac{1}{2} \\ (2) 4, 3\frac{1}{2} \\ 2\frac{1}{2}, 2 \end{array}$	121	\$4.20-\$4.50 \$4.00-\$1.90 \$2.00-\$2.00	.12	.06		49
20	С	6	12	\$1.80-\$2.15 \$3.65	.12	.18		
21	С	5, 9	28	\$5.00-\$7.00	.17	. 26	1	
22	C	5, 5, 5	49	(2) \$3.50 \$3.40-\$1.25	. 09	.13	5	
23	S	4 ¹ / ₂ 6, 4 ¹ / ₂ , 6 4, 7	74	\$3.90-\$3.95 \$4.00-\$3.00 \$3.25	. 10	.15	6	
24	C	6	10	\$3.50	.14	. 21	17	
25	1 (S) 4 (C)	5, 3, 4½ 2½, 3¼	41	\$4.47-\$2.50 \$3.00-\$1.00	.12	.18		. 87
26	C (h) S (m)	8, 8, 4 6, 6	99	\$1.50 (2) \$3.25 \$2.50-\$3.65	.11	.05		
27	С	7, 5, 41/2	133	\$3.15 (3) \$5.00 \$8.00-\$3.75	.14	.06		. 56
28	С	6, 3½ 4, 3, 2 1½, 3	40	\$2.00-\$1.45 \$1.65-\$1.12 ¹ / ₂	.08	.12	6	
29	S	61/2	21	\$1.87½ \$3.75	.08	.10	4	

THE CONSOLIDATED SCHOOLS—Continued

	I	I	1		1		C
							Cost of
No.	Consolidated School	Certificates of Teachers	Salaries	No. of Pupil Enrolled	Average Attend- ance	Teachers' Salarie	Trans- portation
1	Barwick	(1) I	\$1,600	106	97	\$3,600 00	\$1,000 00
2	Burriss	(2) II (1) I	(2) 1,000	84	67	3,100 00	3,159 50
3	Byng Inlet	(2) II (1) I	(2) 1,000 1,100	101	87	3,100 00	748 00
4	Charlton	(2) II (3) II	(2) 1,000	102	91	3,435 00	1,800 25
5	Dorion	(2) II	(2) 1,000 1,200	85	68	2,100 00	2,401 32
6	Falls View	(2) I (5) II	900 2,600 (3) 1,350 1,250	255	210	10,140 00	3,133 00
7	Gooderham	(3) II	(2) 1,150 900	90	70	2,516 00	1,665 25
8	Grant	(1) I · · · (2) II	(2) 850 1,600, 1,300 1,200	106	86	4,514 30	606 20
9	Grantham	(2) I (5) II	M.T. \$6 per wk. 1,600, 1,100 (5) 1,000	292	211	6,600 00	1,000 00
10	Hudson	(1) I (1) II	1,100, 800	81	54	1,900 00	1,830 50
11	Humber Heights	(6) II	2,000, 1,200 (2) 1,150	271	204	7,508 00	1,649 00
12	Katrine	(1) II	1,050, 800 1,200	45	35	1,200 00	1,065 05
13	Macdonald	(2) I (2) II	1,850, 1,100 (2) 1,000	148	110	4,950 00	163 00
14	Mallorytown	(2) I (2) I (2) II	1,600, 1,300 1,100, 1,000	121	101	5,000 00	1,325 00
15	Mindemoya	(1) I (1) II	1,700, 1,400	121	74	5,100 00	1,863 00
16	Morley	(1) I (1) I (2) II	(2) 1,000 1,400, 1,100 1,000	125	98	3,500 00	3,002 80
17	Nipigon	(4) II	1,450, 1,200	144	115	4,950 00	2,560 00
18	Nobel	(2) II	(2) 1,150 1,800, 1,200	55	48	3,000 00	3,000 00
19	North Mountain	(2) I B.A. (4) II	2,000, 1,800 (4) 1,100	183	142	8 200 00	4,363 00
20	Paudash	(2) II	(2) 800	33	22	1,600 00	463 85
21	Pointe au Baril	(1) II	1,100	28	16	1,100 00	1,151 00
	Quibell	(2) II	1,200, 900	73	51	2,100 00	2,086 25
23	Savard	(3) II	(2) 1,300 900	111	53	.2,200 00	3,547 60
24	Sundridge	(4) II	1,575, 1,000 950, 900	154	119	4,425 00	650 00
25	Tamworth	(3) I (2) II	2,000, 1,300 1,150, 1,100 1,000	175	154	6,550 00	1,247 00
26	Tweed	(6) II	1,800 (2) 1,100 (2) 1,050 1,000	245	225	7,100 00	3,489 20
27	Wellington	(2) I (6) II	1,900, 1,300 1,200, 1,125 1,100	260	213	9,625 00	5,350 00
28 29	West Guilford Wilberforce	(1) I, (1) II (2) II	(3) 1,000 900, 750 900, 750	58 56	47 44	1,631 00 1,650 00	1,635 00 760 75
_	Totals					\$122,394 30	\$56,715 52

THE CONSOLIDATED SCHOOLS (Continued)

	THE CONSOLIDATED SCHOOLS (Continued)											
Ma	intenance				Leg	islativ e G	rants					
No.	Other Expenses	Total	Salaries, Equip- ment, Accom- modation	Transportation	Fifth Class	Contin- uation School	Agr., Man., Tr., House Science	Special on Salaries	Total			
1	\$1,657 85	\$6,257 85	\$1,196 40	\$600 00	\$315 14	\$	\$	\$300 00	\$2,411 54			
2	1,262 03	7,521 53	1,628 40	1,895 00	259 28			300 00	4,082 68			
3	911 70	4,759 70	1,860 00	748 80				300 00	2,908 80			
4	2,756 00	7,991 25	1,700 00	1,483 73	229 34		20 00	300 00	3,733 07			
5	1,740 65	6,241 97	1,207 00	1,747 74				200 00	3,154 74			
6	7,378 50	20,651 50	3,226 00	1,556 00				700 00	5,482 00			
7	530 89	4,712 14	494 .00	1,199 00	118 50			200 00	2,011 50			
8	4,209 74	9,330 24	1,290 00	125 16		,	160 00	300 00	1,875 16			
0	4 225 44	11 005 44	2 120 20	101 (0			00.00	600.00	2.040.00			
9	4,225 44 790 00		-						3,010 90			
10		1							2,107 80			
11	3,531 67	12,688 67	2,108 00	485 10				600 00	3,193 10			
12	364 70	2,629 75	655 50	1,007 55				100 00	1,763 05			
13	2,715 51	7,828 51	1,952 00	48 90			133 50	400 00	2,534 40			
14	2,319 58	8,644 08	610 00	528 38		871 60	40 00	400 00	2,449 98			
15	672 26	7,635 26	1,085 00	1,118 10		2,078 00	40 00	400 00	4,721 10			
16	1,656 97	8,159 77	1,680 00	1,826 28	343 10			300 00	4,149 38			
17	3,485 92	10,995 92	2,270 00	1,525 00	248 48		40 00	400 00	4,483 48			
18	955 63	6,955 63	1,378 00	1,800 00	173 18			200 00	3,551 18			
19	2,105 56	14,668 56	1,292 00	1,946 56		905 83	15 50	600 00	4,759 89			
20	303 30	2,367 15	1,020 00					200 00	1,446 98			
21	573 56	2,824 56	490 00	690 00				100 00	1,280 00			
22	471 00			1,251 21					2,655 21			
23	1,824 35	7,571 95	1,020 00	2,128 56	154 76			200 00	3,503 32			
24	1,072 62	6,147 62	2,142 00	390 00	295 40			400 00	3,227 40			
25	1,344 20	9,141 20	820 00	748 20		886 00		500 00	2,954 20			
26	2,197 14	12,786 34	2,200 00	897 25		,	88 60	600 00	3,785 85			
27	5,246 24	20,221 24	1,989 25	1,605 00		900 45	73 40	800 00	5,368 10			
28	560 59	3,826 59	787 00	977 40	74 98			200 00 200 00	2,039 38 1,481 42			
29	543 00	2,953 75 236,516 42		420 75 30 266 05			701 00					
1	37,400 00	230,310 42	40,094 031	00,200 001	2,121 001	2,022 00.						

THE CONSOLIDATED SCHOOLS (Concluded)

No.	School	Net Cost to Maintenance to Section	Net Cost to Section per Pupil of Enrolled Attendance	Net Cost to Section per Pupil of Average Attendance	Cost to Government per Pupil of Average Attendance	Total Cost per Pupil of Average Attendance
1	Barwick	\$3,846 31	\$36 29	\$39 65	\$24 86	\$64 51
2	Burriss	3,438 85	40 95	51 33	60 94	112 27
3	Byng Inlet	1,850 90	18 33	21 27	33 44	54 71
4	Charlton	4,258 18	41 75	46 80	41 02	87 82
5	Dorion	3,087 23	36 56	45 40	46 39	91 79
6	Falls View	15,169 50	59 49	72 24	26 10	98 34
7	Gooderham	2,700 64	30 00	38 58	28 73	67 31
8	Grant	7,455 08	70 33	86 69	21 80	108 49
9	Grantham	8,814 54	30 12	41 78	14 27	56 05
10	Hudson	2,412 70	29 79	44 68	39 03	83 71
11	Humber Heights	9,495 57	35 04	46 55	15 65	62 20
12	Katrine	866 70	19 26	24 76	50 37	75 13
13	Macdonald	5,294 11	35 77	48 13	23 04	71 17
14	Mallorytown	6,194 60	51 11	61 33	24 26	85 59
15	Mindemoya	2,914 16	24 08	39 38	63 80	103. 18
16	Morley	4,010 39	32 08	40 92	42 34	83 26
17	Nipigon	6,512 44	45 22	56 63	. 38 98	95 61
18	Nobel	3,404 45	61 90	70 92	73 98	144 90
19	North Mountain	9,909 67	54 09	69 78	33 52	103 30
20	Paudash	920 17	27 88	41 83	65 77	107 60
21	Pointe au Baril	1,544 56	55 16	96 53	80 04	176 57
22	Quibell	2,002 04	27 42	39 26	52 06	91 32
23	Savard	4,068 63	36 65	76 76	66 10	142 86
24	Sundridge	2,920 22	18 96	24 54	27 12	51 66
25	Tamworth	6,187 00	35 47	40 17	19 18	59 35
26	Tweed	9,000 49	36 73	40 00	16 82	56 82
27	Wellington	14,853 14	57 13	69 73	25 20	94 93
28	West Guilford	1,787 21	30 81	38 02	43 39	81 41
29	Wilberforce	1,272 33	26 29 .	33 46	33 67	67 13
	Totals	\$146,390 81	39 48	50 27	30 95	81 22
-			1			

FREE PUBLIC LIBRARIES

Showing Statistics, 1925, and Legislative Grants Paid in 1926

No.	Library	Read- ing Room	Popula- tion	Total Expendi- ture	Volumes in Library	Circula- tion	Legisla- tive Grant paid in 1926	Amount expended on Books in 1925
1 2 3 4 5 6 7 8	Acton	No an R.R. R.R. R.R. R.R. R.R.	1,810 nual repo 2,441 2,800 4,100 1,153 2,400 2,135 822	rt for 1925. 844 57 2,248 07 1,013 51 338 83 665 56 1,428 51		19,694 16,642 6,006 6,046 11,440 21,052	178 46 108 72 200 00 34 82 125 60 221 59	\$ c. 190 54 357 90 301 97 613 47 73 30 213 63 336 14 114 72
10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	Barrie Beamsville Beaverton Beeton Belleville Belmont Bothwell Bracebridge. Brampton Brantford Bridgeburg Brighton Brockville Brussels Burk's Falls	R.R. No an R.R. R.R. R.R. R.R. R.R.	7,435 1,179 988 800 12,803 nual repo 650 2,450 4,800 27,410 3,000 1,365 9,087 900 910	724 78 126 99 6 90 6,908 29 rt for 1925. 230 28 1,486 12 2,933 89 15,602 36 613 64 518 25 5,711 69 770 87	1,323 2,664 15,495 3,272 5,832 7,268 35,792 3,401 4,866 14,165 4,909	1,723 2,592 86,029 4,420 17,650 24,585 167,499 8,473 10,200 45,191 6,700	85 62 80 00 20 00 260 00 45 17 189 58 260 00 260 00 99 54 85 57 260 00 70 50	100 30
25 26 27 28 29 30 31 32 33 34	Campbellford	R.R. R.R. R.R. R.R.	3,100 1,241 4,321 800 14,142 1,701 511 1,922 6,237 8,689	309 23 785 00 208 01 7,354 84 649 55 185 67 1,758 20 3,338 24	3,255 8,703 2,103 17,873 4,260 3,546 9,560 11,354	3,018 16,945 1,108 85,360 11,545 5,858 18,092 16,918	59 06 159 88 24 38 260 00 128 76 50 84 260 00 259 40	655 65 56 90 328 06 76 42 2,275 39 199 62 67 75 518 55 472 64 390 99
35 36 37 38 39 40 41	Delhi Deseronto Drayton Dresden Dryden Dundas Durham	R.R. R.R.	785 nual repo 610 1,400 1,120 5,120 1,600	rt for 1925. 497 87 947 63 278 08 3,407 81	3,911 2,053	1,606 47,406	104 20 14 78 66 31 260 00	169 98 141 87 72 47 100 51 752 85 385 45
42 43 44 45 46	Elmira Elora Erin Essex Exeter	R.R. R.R. R.R. R.R.	2,400 1,174 452 1,650 1,583	944 44 295 93 1,478 34	8,554 3,221 4,596		124 12 111 01 249 30	310 04 199 75 182 26 426 75 163 70
47 48 49 50 51	Fergus	R.R. R.R. R.R. R.R.	1,780 1,421 4,388 22,339	1,179 64 2,729 82	5,193 4,447 5,119 35,237 4,223	144,555 11,550 25,096 129,179 34,012	90 43 110 95 253 77 260 00 260 00	232 57 100 85 647 21 2,615 65 745 00
52 53 54 55	GaltGananoqueGarden IslandGeorgetown.		12,604 3,500 75 1,997	2,026 63 32 00	13,038 8,188 5,000 5,081			911 26 903 69 27 00 382 76

FREE PUBLIC LIBRARIES (Continued)

No.	Library	Read- ing Room	Popula- tion	Total Expendi- ture	Volumes in Library	Circula- tion	Legisla- tive Grant paid in 1926	Amount expended on Books in 1925
56 57 58 59 60 61	Glencoe. Goderich Grand Valley Gravenhurst Grimsby Guelph	R.R. R.R.	835 4,224 708 2,000 2,019 19,219	\$ c. 573 55 2,203 32 983 13 790 86 2,152 07 10,564 05	5,790	6,290 25,858 3,958 1,612 24,649 160,103	260 00 25 00 216 50 247 07	\$ c. 135 23 500 57 423 45 644 45 2,449 41
62 63 64	Hagersville Hamilton Hamilton, Barton		1,193 122,238	1,109 36 77,477 90		2,822 446,804	223 03 260 00	
65	St. Branch Hamilton, Locke St.	R.R.		8,642 62	15,515	198,094	260 00	1,753 93
66 67 68 69 70	Branch Hanover Harriston Hensall Hespeler Hillsburg	R.R.	2,832 1,250 780 2,804 320	5,635 04 1,395 01 1,306 51 271 43 2,307 50 379 19	4,887 4,624 4,779 2,587 6,138 769	67,980 16,370 24,621 4,878 18,818 5,936	240 26 138 12 140 17 61 45 240 33 53 82	3,234 51 306 77 257 89 93 15 470 61 121 53
71 72	IgnaceIngersoll	R.R.	300 5,100	2,152 63	766 8,130	996 29,279	10 00 260 00	
73 74 75 76 77 78	Kemptville Kenora Kincardine Kingston Kingsville'. Kitchener	R.R. R.R. R.R.	1,200 7,300 2,300 21,689 2,500 25,592	511 30 3,448 70 724 89 12,869 91 1,118 66 13,168 36	4,562 5,740 4,772 26,034 4,720 22,553	8,592 31,929 3,883 205,905 12,653 113,338	83 08 260 00 61 59 260 00 163 50 260 00	84 00 671 88 120 65 2,338 14 346 09 3,227 89
79 80 81 82 83 84 85 86 87 88 89 90	Lakefield Lanark Lancaster Leamington Lindsay Listowel Little Britain London London, East London, South London, South Lucknow	R.R. R.R. R.R. R.R. R.R. R.R.	1,250 600 600 4,351 7,711 2,500 300 63,339	357 82 210 40 175 53 1,720 18 3,646 02 1,331 55 287 95 26,681 34 2,601 53 11,135 88 8,739 17 825 35	1,958 2,143 2,998 6,538 10,788 5,642 2,568 47,494 9,771 5,298 4,029 3,256	11,569 2,505 2,300 23,464 41,950 11,378 4,547 246,741 51,104 42,810 39,591 8,221	94 09 71 76 23 39 233 65 260 00 228 94 74 80 260 00 200 00 200 00 200 00 86 31	108 02 113 65 17 15 383 67 990 97 362 82 61 51 5,105 26 736 76 738 07 615 69 127 98
91 92 93 94 95 96 97 98 99 100 101	Markdale. Meaford. Merrickville Merritton Midland Millbrook Milton Miverton Mimico Mitchell Mount Forest	R.R. R.R. R.R.	900 2,704 900 2,601 8,060 740 2,400 1,056 5,231 1,703 1,779	706 41 848 76 381 19 1,642 00 5,359 03 420 76 762 78 783 28 3,053 25 830 42 1,163 12	3,643 6,858 3,712 3,490 11,682 3,196 5,726 3,991 5,414 5,994 5,104	5,044 12,671 3,818 10,274 67,818 7,394 12,970 6,650 37,540 4,974 14,681	69 30 90 87 39 05 133 89 255 56 108 91 90 16 128 85 222 54 77 01 105 97	108 72 203 04 153 39 374 61 969 90 134 06 296 39 231 70 684 86 119 67 202 70
102 103 104 105 106 107 108	Newcastle New Hamburg New Liskeard Newmarket New Toronto Niagara Falls Niagara Falls Br'ch.	R.R.	650 1,490 3,000 3,327 4,200 17,380	793 74 723 52 2,213 71 833 73 1,849 71 9,433 10 705 86	1,998 3,237 6,870 4,307 2,482 22,429 1,711	10,874 9,190 16,946 8,654 12,271 97,703 21,103	138 39 75 10 244 02 144 79 229 45 260 00 152 87	225 32 115 71 772 81 236 51 1,070 85 2,071 07 335 86

FREE PUBLIC LIBRARIES (Continued)

No.	Library	Read- ing Room	Popula- tion	Total Expendi- ture	Volumes in Library	Circula- tion	Legisla- tive Grant paid in 1926	Amount expended on Books in 1925
109 110 111	North Bay Norwich Norwood	R.R. R.R. R.R.	14,009 1,319 768	\$ c. 7,141 56 1,164 34 618 69	4,004	16,014	177 40	259 57
112 113 114 115 116 117 118 119	Oakville Oakwood Orangeville Orillia Oshawa Ottawa Ottawa, Boys & Girl Ottawa, East	R.R. R.R. R.R. R.R.	3,472 250 2,650 8,000 16,000 117,239	2,095 97 214 33 2,095 85 3,868 84 6,371 24 65,341 00 9,508 04 rt for 1925.		1,651 20,883 43,674 76,772 304,676	59 54 254 55 260 00 260 00 260 00	451 99 1,466 85
120 121 122 123	Ottawa, South Ottawa, West Otterville Owen Sound	R.R. R.R.	600	2,444 85 3,997 51	8,192 2,653	28,483 3,626	255 47 260 00 100 55 260 00	91 83
124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 140 141 142 143	Paisley Palmerston Paris Parkhill Parry Sound Pembroke Penetanguishene Perth Peterborough Picton Porcupine-Dome Port Arthur Port Carling Port Colborne Port Elgin Port Hope Port Perry Port Rowan Prescott Preston	R.R. R.R. R.R. R.R. R.R. R.R. R.R. R.R	775 1,900 4,167 1,111 3,300 9,037 4,000 3,650 21,495 3,128 1,900 17,388 454 4,664 1,400 4,625 1,150 693 2,652 5,660	416 87 1,382 85 1,080 94 1,787 76 856 00 200 82 1,619 81	3,760 13,472 3,220 5,001 9,165 7,287 5,773 22,627 8,351 478 18,820 2,301 4,045 6,136 8,277 3,420 2,195 8,835	9,027 33,943 6,565 23,845 32,225 15,160 18,678 113,098 28,035 4,940 93,087 4,131 19,927 10,329 28,453 9,526 1,829 22,595	108 74 260 00 127 10 200 00 260 00 167 62 260 00 259 57	616 43 1,269 15 209 15 478 03 1,366 90 748 22 1,929 69 99 58 524 94 270 69 110 57 225 82 75 69 424 75
144 145 146 147 148	Renfrew.': Richmond Hill Ridgeway Rittenhouse Russell	R.R.	5,037 1,211 800 Rural nual repo			7,273 3,852	112 11 22 75	193 54
155 156 157 158 159 160 161 162 163 164	St. Catharines. St. Mary's. St. Mary's. St. Thomas. Saltfleet. Sarnia. Sault Ste. Marie. Sault Ste. Marie, W. Schreiber. Seaforth. Shelburne. Simcoe. Smith's Falls. South River. Springfield. Stayner. Stirling. Stouffville.	R.R. R.R. R.R. R.R. R.R. R.R. R.R. R.R	22,043 4,009 16,746 Rural 16,059 22,003 1,348 1,980 1,134 4,344 4,344 7,000 600 407 966 853 1,086	1,589 13 9,266 61 981 85 8,540 39 9,389 85 2,719 41 510 29 1,080 63 809 55 5,421 05 3,498 51 142 88 164 01 210 48 877 47	10,963 12,933 4,446 18,745 14,558 3,663 1,429 6,753 5,309 12,525 8,973 1,261 2,128 2,404 3,589	25,510 98,074 30,721 78,712 89,365 32,888 10,349 17,526 9,063 30,224 26,918 1,950 4,289	142 29 260 00 112 63 260 00 260 00 243 75 113 35 137 84	252 76 2,678 64 502 88 1,641 79 3,976 08 1,236 99 232 42 258 43 260 71 779 82 1,328 29 86 38 57 28

FREE PUBLIC LIBRARIES (Concluded)

Showing Statistics, 1925, and Legislative Grants Paid in 1926 (Concluded)

	Showing Statistics, 1720, and Degionative States 12120 (Considered)								
No.	Library	Read- ing Room	Popula- tion	Total Expendi- ture	Volumes in Library	Circula- tion	Legisla- tive Grant paid in 1926	Amount expended on Books in 1925	
166 167 168 169 170 171 172	Stratford. Strathroy. Streetsville. Sudbury. Sundridge. Sutton, West. Swansea.	R.R. R.R. R.R.	19,064 2,567 600 9,507 455 880 2,987	1,235 79 364 70 2,533 11 95 62 314 56	10,667 3,271 3,985 1,154 2,542	47,903 5,618 21,309 2,026 5,442	154 61 67 45 260 00 23 26 58 37	\$ c. 2,262 75 400 08 114 14 741 17 65 00 156 16 634 31	
173 174 175 176 177	Tara	R.R. R.R. R.R.	500 1,030 862 5,328	976 61 753 86	5,439 5,471	7,048 8,750	79 21	98 10 118 25 96 00 422 25	
177 178 179 180 181 182	Tilbury. Tillsonburg. Timmins. Toronto—Beaches. Boys and Girls. Church.	R.R. R.R. R.R. R.R.	3,125 13,000 556,691	2,110 23 4,176 11	2,171	36,190 163,549 254,220	260 00 260 00 246 38 237 52 260 00	339 13 1,612 93 1,756 08 2,654 64 2,347 61	
183 184 185 186 187	College Deer Park. Dovercourt. Earlscourt. Eastern.	R.R. R.R. R.R. R.R.		101,630 07 12,471 19 21,928 28 16,961 27 12,165 39	168,117 14,279 22,569 14,713 11,759	468,380 119,052	260 00 239 40 260 00 239 17 239 76	14,654 16 1,593 00 2,910 60 1,936 44 1,805 76	
188 189 190 191 192	Gerrard	R.R. R.R. R.R. R.R.		13,572 73 13,719 97 2,346 11 12,554 18 11,800 64	8,877 17,903 2,138 13,003 18,274	152,883 183,044 9,000 133,506 114,286	245 59 246 51 238 20 228 45 246 95	2,786 40 1,750 68 272 48 1,900 80 1,721 52	
193 194 195 196 197	Riverdale	R.R. R.R. R.R. R.R. R.R.	5,280	19,372 47 14,567 71 13,080 96 12,010 18 4,014 40	20,995 17,622 13,773 17,851 7,025	278,789 142,152 119,710 121,453 47,877	260 00 244 90 234 47 240 47 255 00	2,547 72 1,808 42 1,229 04 1,466 64 1,234 66	
198	Uxbridge	R.R.	1,389	806 16	7,421	11,576	133 81	234 42	
200 201 202	Walkerton Walkerville Wallaceburg Waterford Waterloo	R.R. R.R. R.R.	2,450 9,050 4,074 1,090 6,789	1,910 75 10,189 28 2,634 36 483 70 3,577 68	6,210 13,650 5,157 1,911 13,250	14,945 79,430 32,368 8,835 31,346	219 25 260 00 155 55 36 19 260 00	484 73 1,720 13 226 40 164 14 512 13	
204 205 206 207	WatfordWellandWestonWhitby	R.R. R.R. R.R.	1,010 9,233 4,002	819 43 3,002 71 3,552 74 rt for 1925. 26,076 65	5,118 6,698 7,026	13,353 38,905 43,269	102 88 233 72 244 50 260 00	154 66 1,032 08 1,352 18 3,629 21	
209 210 211	Wingham	R.R. R.R.	2,421 10,140 317	4,909 56 1,205 23 5,447 61 291 10	3,863 7,918 14,278 6,409	65,245 15,060 55,147 2,341	200 00 200 00 260 00 260 00 80 30	791 03 427 50 931 25 126 53	
	Totals		1,663,867	1,037,392 13	1,930,841	9,421,208	35,491 60	179,004 17	

Nine new libraries were added during 1926. Four were added to the list of Free Public Libraries: Bridgeburg, Meaford, Niagara Falls

Branch, and Toronto, Gerrard Branch.

Seven Association libraries were added during the year. These are: Apple Hill, Blind River, Cobalt, Cottam, Harrowsmith, Middleville and Wellington.

Bridgeburg and Meaford were formerly Association Public Libraries, and have been transferred to the list of Free Public Libraries.

Apple Hill, Harrowsmith and Wellington were formerly closed Association Public Libraries.

ASSOCIATION PUBLIC LIBRARIES

Showing Statistics, 1925, and Legislative Grants Paid in 1926

	3								
		D .	D .				Legisla-	Amount	
NT.	T. Share	Read-	Popula-	Total	Volumes	Circula-	tive Grant	expended	
No.	Library	ing	tion	Expendi-	in	tion	paid in	on Books	
		Room		ture	Library		1926	in 1925	
				•					
1	Admaston		200	\$ c. 17 61	1 167	225	\$ c.	\$ c.	
2	Agincourt		470	385 12	1,467 2,702	225			
3	Allenford		125	157 88	718			247 55	
4	Alliston		1,400	1,497 57	1,648	2,976 13,385		49 13 243 32	
ŝ	Alma		250	65 57	1,548	861	10 00		
6	Alton		419	124 80		1,952			
7	Angus		420	5,200					
8	Apple Hill		ganized	December 1			1000		
9	Arkona		410	149 96	2,993	1,700	35 10	58 22	
10	Assiginack	No an							
11	Athens		750	198 93	,	3,346	30 69	130 23	
12	Atwood		600	72 99		1,276			
13	Auburn	R.R.	. 250	160 22	1,910	1,819	53 21	54 86	
1.1	D. Jinne		Dural	20 12	012		10.00		
14 15	Badjeros			28 12 139 50	812 717	021			
16	Bala Bancroft					919			
17	Bath		358	224 24		, 0,000	1		
18	Bayfield			146 82					
19	Bayham	No an			1,010	3,033	01 00	0, 1,	
20	Baysville			85 73	1,506	2,666	25 88	61 19	
21	Beachville			rt for 1925.		1,000			
22	Beechwood		Rural	180 37	1,790	2,155	76 27		
23	Belwood		180	255 38		2,007	62 88		
24	Birch Cliff			267 55					
25	Blenheim		1,650			14,233	171 25	199 32	
26	Blind River				926.		(1 02	166 04	
27	Bloomfield		600	254 75					
28	Blyth		670 900						
29	Bobcaygeon		650						
30 31	BoltonBowmanville		3,500				1 = 0 10		
32	Brigden	No an	nual repo	rt for 1925	0,010	23,093	1 10 1	010 00	
33	Bronte		400	100 47	339	3,140	54 98	40 37	
34	Brooklin		246				1 01 00		
35	Brougham		100						
36	Brown's Corners		Rural	50 88		40	77 61		
37	Brownsville		250				103 52		
38	Brucefield		200						
39	Burgessville		200					a see had no had	
40	Burlington	R.R.	3,197	753 92	5,668	14,206	165 14	407 87	
41	Burnstown	No an	nual repo	rt for 1925.					
40	Caladan		500	126 30	3,420	1,118	24 28	58 10	
42	Caledon					1,117	1 40 00		
43 44	Cambray		200				1000	1	
44	Canfield						42 20	67 68	
45	Cannington	R.R.	900	264 15				109 31	
47	Capreol	No an	nual repo	rt for 1925.					
48	Cargill		200	85 50	3,589		15 00		
49	Carlisle		210	69 56	262	146	54 47		
50	Chalk River		400						
51	Chatsworth		303						
52	Cheapside		500						
53	Chesterville				1,200	2,704			
54	Claremont	D. D.	320				1 400 00		
55	Clarksburg	K.K.	1,600				1 0- 0-		
56	Clarkson		200				1 00		
57	ClaudeCobalt	Organ				200			
58	Cobourg	R R	5,000	879 43	6,125	16,228	108 75	197 65	
59	Cobourg	14,14,	5,000						

ASSOCIATION PUBLIC LIBRARIES (Continued)

No.	Library	Read- ing Room	Popula- tion	Total Expendi- ture	Volumes in Library	Circula- tion	Legisla- tive Grant paid in 1926	Amount expended on Books in 1925
60 61 62 63 64 65 66 67 68 69 70 71	Cochrane. Colborne. Coldstream. Coldwater Comber. Cookstown. Copetown. Copleston. Copper Cliff Cottam. Craighurst. Creemore.	R.R. Organ No an	3,000 1,000 100 600 500 Rural 200 3,500 ized June nual repo	154 35 120 73 164 61 235 97 100 73 245 19 49 38 1,128 33 1st, 1926. rt for 1925.	2,234 3,031 2,754 2,103 979 1,170	3,772 738 1,472 7,240 14,500 1,820 2,480 945 15,704	49 87 21 62 124 90 20 00 200 00	\$ c. 228 52 34 00 66 38 63 05 68 25 51 00 206 43 25 03 621 24
72 73 74 75 76 77 78 79 80 81 82	Delaware Delta Depot Harbour Don Dorchester Drumbo Duart Dundalk Dungannon Dunnville Dutton		600 400 700 150 500 400 Rural 700 Rural 3,500 900	201 09 193 48 143 03 312 74 141 16 75 00 187 86 194 40	480 1,602 2,225 2,071 1,606	1,000 2,951 2,781 1,236 2,428 1,662 4,330 3,651 28,299 12,451	18 51 39 46 80 03 34 07 83 62 44 32 20 00 43 04 59 96 200 00 157 91	36 75 121 78 184 46 72 63 217 39 92 21 15 62 82 14 125 15 455 74 370 23
\$3 84 85 86 87 88 89 90 91	East Linton Elmvale Elmwood Embro Emo Emsdale Ennotville Espanola Ethel	R.R. No an	Rural	177 65 122 29 257 40 141 51	746 2,942 1,901 5,940 1,313 5,347 4,550 1,646	1,493 4,101 2,900 4,764 2,563 1,558 6,860 2,882	15 00 27 39 36 93 44 08 29 68 64 08 87 53 32 75	50 00 57 20 55 51 119 15 50 00 110 40 374 68 24 58
92 93 94 95 96 97 98 99 100	Fenelon Falls. Fenwick. Flesherton. Fonthill. Fordwich. Forester's Falls. Fort Erie. Frankford. Fullarton.	R.R.	981 150 450 1,000 298 Rural 1,500 850 nual repo	402 34 196 83 84 64 265 48 174 47 88 65 302 90 377 96 rt for 1925.	5,483 1,367 1,353 5,621 2,595 1,586 4,638 1,429	5,719 2,581 1,747 6,094 4,316 1,458 3,624 4,124	70 33 49 99 15 00 65 48 51 07 26 50 77 97 54 87	103 75 136 73 23 43 116 36 104 46 40 61 152 48 71 40
101 102 103 104 105 106 107 108 109	Glammis Glanworth Glen Allen Glen Morris Gore Bay Gore's Landing Grafton Granton	No an	500 nual repo		897 3,256 995 1,830 2,237 1,491 474	3,513 1,095 1,087 667 993 2,079 1,563	58 96 57 44 63 26 22 32 10 00 50 10 61 55	78 94 95 55 82 96 51 26 117 55 150 33
110 111 112 113 114 115	Haileybury Haliburton Harrietsville Harrington Harrow Harrowsmith	R.R.	600 Rural 200 750	77 03 218 95 141 11 398 47	2,105 1,768 2,298 2,324	3,237 2,676 1,101 4,969	15 61 78 00 40 42 33 86	2 55 160 68 85 07 77 48

ASSOCIATION PUBLIC LIBRARIES (Continued)

-							o (Contin	/
No.	Library	Read- ing	Popula- tion	Total Expendi-	Volumes	Circula- tion	Legisla- tive Grant paid in	Amount expended on Books
		Room		ture	Library		1926	in 1925
116 117 118	Hastings Hawkesbury Hawkesville	No an	5,413	rt for 1925.	831	785	\$ c.	*
119 120 121 122 123	Hepworth	No an	nualrepo 1,000 690 300	rt for 1925. 439 26 138 26 100 66	2,007 2,509	4,811 1,954 1,168	40 19 35 06 35 00	96 50 38 97 59 01
124 125 126 127	HolsteinHoneywood Humber Bay Huntsville		300 100 2,000 2,717	110 59 65 17 197 46	2,478 1,056 372	2,164 667 2,975 4,048	23 95 85 04	12 15 33 50 159 07 82 40
128 129 130 131 132 133 134	Ilderton Inglewood Inkerman Inwood Iroquois Iroquois Falls Islington		500 400 600 250 900 2,000 1,800	135 48 252 76 75 25 336 12 993 34 281 68	1,741 458 1,731 2,320 2,143 3,596		49 96 129 78 10 00 52 82 200 00 103 05	789 00 679 78 177 80
135 136	Jarvis		550			520 3,082		69 42 59 06
137 138 139 140	Kars Kearney Kemble Kimberley		Rural 333 400 467	143 55	1,978 294 1,613		28 16 40 00 38 23	50 50
141 142 143 144 145	Kinmount Kintore Kirkfield Kirkton Komoka		400 2,800 300 200	131 60 120 44 180 82 176 29	1,630 1,976 500 829	5,888 1,700	10 00 36 50 50 00	44 95 57 98
146 147 148 149 150	Lake Charles		301 280	189 84 203 62 56 96 71 21	602 677 234	504 1,318 110 823 1,510	10 00 61 33 121 81 25 00 12 94	
151 152 153	Linwood Londesboro' Long Branch		Rural	91 24	168		35 05	64 89
154 155	Lorne Park		250 650	84 37 355 95		1,475 4,175		66 72 100 35
156 157	Luton Lyn		nual repo 250	rt for 1925. 126 57	1,263	1,487	42 50	
158 159 160 161	Madoc Mandamin Manilla Manotick		1.000	185 87 376 97 136 59	1,950 5,728		56 02 124 90	93 63
162 163	Maple Markham Markstay		1,000	937 45	3,261	5,507	32 50	150 10
164 165 166 167	Marksville Marmora		435 998 297	137 84 492 39 88 16	1,360	1,204 5,910 1,750		39 85 241 42
168 169 170 171	Matilda		210	80 18	1,382	1,410	15 00	

ASSOCIATION PUBLIC LIBRARIES (Continued)

222 Ridgetown									
No. Library Room Library L			n 1	D 1	m . 1		G: 1		
Reom	2.7	* **							
Middleville	No.	Library		tion			tion		
Middleville No an unalreport for 1925 1,424 2,269 51 04 85 46 175 Millpank No an unalreport for 1925 1,424 2,269 51 04 85 46 176 Minden 300 48 16 2,198 801 10 00 34 56 177 Monkton 298 78 40 1,564 1,544 10 00 1,547 178 Mono Centre 58 36 54 997 802 11 12 25 95 180 Mono Road 120 117 21 1,581 1,247 10 00 2.5 65 181 Moorefield 3350 54 82 497 10 00 1.5 184 Mount Albert R.R. 1,360 343 59 3,681 3,571 72 95 16 70 183 Morrisburg R.R. 1,360 343 59 3,681 3,571 72 95 16 70 183 Morrisburg R.R. 500 279 77 2,002 4,087 68 74 86 61 185 Mount Brydges R.R. 475 155 67 1,210 2,487 29 62 2 50 186 Mount Hope 200 247 42 889 2,922 26 47 73 06 185 Mount Brydges R.R. 3,000 799 53 9,282 14,494 133 89 238 49 19 19 19 19 19 19 19			Room		ture	Library		1926	in 1925
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173 Mildmay No an nual report for 1925 1,424 2,269 51 04 85 46	170	7/71 3 3111	n	. ,		(11 1000		\$ c.	\$ c.
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175 Millgrove Rural 34 56						1 404	2.260	=1 04	05 46
176 Minden									
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184 Mount Albert								1	1 . 1
185 Mount Brydges R.R. 475 155 67 1,210 2,487 29 62 2 50									
186 Mount Hope									
187 Nanticoke No an nual report for 1925 188 Napanee R.R. 3,000 799 53 9,282 14,494 133 89 238 49 189 Napier No an nual report for 1925 190 Newburgh 300 70 06 1,333 2,536 15 77 31 96 191 Newbury 300 70 06 1,333 2,536 15 77 31 96 192 New Dundee R.R. 390 123 92 1,420 2,623 58 50 36 50 36 50 37 94 New Lowell Rural 31 89 667 547 10 00 37 96 1,577 435 14 10,209 16,955 139 06 170 43 195 195 North Gobalt No an nual report for 1925 1,709 2,711 25 00 39 60 199 10,000 10,00									
188						007	2,922	20 47	75 00
189						0 282	14 494	122 80	238 40
190 Newburgh		Nanier	No an	nual reno	rt for 1025	9,202	14,474	133 09	200 49
191 Newbury						2 600	1 885	10.00	
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199 Odessa R.R. 700 481 02 1,252 960 53 91 29 50						2.599	2.209	15 00	40 00
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201 Orono. No an nual repo rt for 1925. 124 76 210 00 203 Oxford Mills 300 82 10 1,400 475 25 00 40 50 204 Pakenham 1,400 41 56 830 50 00 50									1
202 Osgoode 800 215 00 183 52 124 76 210 00 203 Oxford Mills 300 82 10 1,400 475 25 00 40 50 204 Pakenham 1,400 41 56 830 50 00 50 00 205 Palermo 100 80 29 327 717 34 63 57 65 206 Park Head 250 67 12 757 726 10 00 6 35 207 Pickering R.R. 600 170 95 2,128 2,121 39 98 22 25 208 Pinkerton Rural 266 63 2,066 1,150 26 38 31 75 209 Plattsville 600 215 26 2,981 4,822 55 17 92 92 210 Plympton 310 121 50 2,087 1,470 40 23 69 90 212 Port Credit 1,250 450 97 4,062 10,810 56 65 179 28						2,,,,,		1, 10	00 22
203 Oxford Mills 300 82 10 1,400 475 25 00 40 50						183	52	124 76	210 00
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207 Pickering R.R. 600 170 95 2,128 2,121 39 98 22 25 25 208 Pinkerton Rural 266 63 2,066 1,150 26 38 31 75 209 Plattsville 600 215 26 2,981 4,822 55 17 92 92 210 Plympton 310 121 50 2,087 1,470 40 23 69 90 211 Point Edward No an nual report for 1925. 2,087 1,470 40 23 69 90 212 Port Credit 1,250 450 97 4,062 10,810 56 65 179 28 213 Port Dover R.R. 1,600 697 27 1,224 4,382 111 40 113 86 2,486 2,486 3,393 20 00 215 Port Stanley 973 341 50 2,733 5,091 94 20 125 00 216 Powassan 700 183 45 1,655 3,925 68 92 117 34 2,347 2,347 2,347 2,920 28 15 102 57 28 200	206	Park Head		250					
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Plattsville	208	Pinkerton		Rural	266 63	2,066	1,150		
210	209	Plattsville		600	215 26	2,981	4,822		
Point Edward No an nual report for 1925. 10,810 56 65 179 28 213 Port Dover R.R. 1,600 697 27 1,224 4,382 111 40 113 86 113 86 114 113 86 114 113 86 114 113 86 114 114 113 86 115 Port Stanley No an nual report for 1925. 273 341 50 2,733 5,091 94 20 125 00 126 Powassan 700 183 45 1,655 3,925 68 92 117 34 117 Princeton 400 213 74 2,347 2,920 28 15 102 57 118 Queensville 300 369 86 2,486 3,393 20 00 117 11	210	Plympton		310	121 50	2,087	1,470		
213 Port Dover. R.R. 1,600 697 27 1,224 4,382 111 40 113 86 214 Port Lambton. No an nual report for 1925. 973 341 50 2,733 5,091 94 20 125 00 216 Powassan. 700 183 45 1,655 3,925 68 92 117 34 217 Princeton. 400 213 74 2,347 2,920 28 15 102 57 218 Queensville. 300 369 86 2,486 3,393 20 00 219 Rainy River. No an nual report for 1925. Rural 48 03 62 50 53 69 48 03 221 Richard's Landing. 100 252 71 346 1,411 52 32 94 11 222 Ridgetown. R.R. 1,984 458 84 5,080 <td>211</td> <td> Point Edward</td> <td>No an</td> <td>nual repo</td> <td>rt for 1925.</td> <td></td> <td></td> <td></td> <td></td>	211	Point Edward	No an	nual repo	rt for 1925.				
213 Port Dover. R.R. 1,600 697 27 1,224 4,382 111 40 113 86 214 Port Lambton. No an nual report for 1925. 973 341 50 2,733 5,091 94 20 125 00 216 Powassan. 700 183 45 1,655 3,925 68 92 117 34 217 Princeton. 400 213 74 2,347 2,920 28 15 102 57 218 Queensville. 300 369 86 2,486 3,393 20 00 219 Rainy River. No an nual report for 1925. Rural 48 03 62 50 53 69 48 03 221 Richard's Landing. 100 252 71 346 1,411 52 32 94 11 222 Ridgetown. R.R. 1,984 458 84 5,080 <td>212</td> <td>Port Credit</td> <td></td> <td>1,250</td> <td>450 97</td> <td>4,062</td> <td>10,810</td> <td>56 65</td> <td>179 28</td>	212	Port Credit		1,250	450 97	4,062	10,810	56 65	179 28
215 Port Stanley 973 341 50 2,733 5,091 94 20 125 00 216 Powassan 700 183 45 1,655 3,925 68 92 117 34 217 Princeton 400 213 74 2,347 2,920 28 15 102 57 218 Queensville 300 369 86 2,486 3,393 20 00 219 Rainy River No an nual report for 1925. Rebecca Rural 48 03 62 50 53 69 48 03 221 Richard's Landing 100 252 71 346 1,411 52 32 94 11 222 Ridgetown R.R. 1,984 458 84 5,080 6,796 147 86 127 63 223 Ripley 800 140 33 2,861 2,840 <t< td=""><td></td><td>Port Dover</td><td>R.R.</td><td>1,600</td><td></td><td>1,224</td><td>4,382</td><td>111 40</td><td>113 86</td></t<>		Port Dover	R.R.	1,600		1,224	4,382	111 40	113 86
216 Powassan		Port Lambton	No an	nualrepo					
216 Powassan		Port Stanley		973					
218 Queensville 300 369 86 2,486 3,393 20 00 219 Rainy River No an nual report for 1925. 82 50 53 69 48 03 62 50 53 69 48 03 22 70		Powassan		700					
219 Rainy River No an nual report for 1925. 8 5 62 50 53 69 48 03 220 Rebecca Rural 48 03 62 50 53 69 48 03 221 Richard's Landing 100 252 71 346 1,411 52 32 94 11 222 Ridgetown R.R. 1,984 458 84 5,080 6,796 147 86 127 63 223 Ripley 800 140 33 2,861 2,840 27 36 41 48 224 Riversdale No an nual report for 1925. 1,374 2,296 34 97 94 07 225 Rodney 1,507 174 66 4,593 1,845 67 38 135 66 227 Rossdale Rural 175 76 843 1,297 53 35 124 <td< td=""><td></td><td>Princeton</td><td></td><td>400</td><td></td><td></td><td></td><td></td><td></td></td<>		Princeton		400					
220 Rebecca Rural 48 03 62 50 53 69 48 03 221 Richard's Landing 100 252 71 346 1,411 52 32 94 11 222 Ridgetown R.R. 1,984 458 84 5,080 6,796 147 86 127 63 223 Ripley 800 140 33 2,861 2,840 27 36 41 48 224 Riversdale No an nual report for 1925. 1,374 2,296 34 97 94 07 226 Romney 1,507 174 66 4,593 1,845 67 38 135 66 227 Rossdale Rural 175 76 843 1,297 53 35 124 51 228 Runnymede 4,000 179				300		2,486	3,393	20 00	
221 Richard's Landing 100 252 71 346 1,411 52 32 94 11 222 Ridgetown R.R. 1,984 458 84 5,080 6,796 147 86 127 63 223 Ripley 800 140 33 2,861 2,840 27 36 41 48 224 Riversdale No an nual report for 1925. 706 209 04 1,374 2,296 34 97 94 07 226 Romney 1,507 174 66 4,593 1,845 67 38 135 66 227 Rossdale Rural 175 76 843 1,297 53 35 124 51 228 Runnymede 4,000 179 65 3,741 3,441 48 09 139 10 229		Rainy River	No an	nual repo					
222 Ridgetown R.R. 1,984 458 84 5,080 6,796 147 86 127 63 223 Ripley 800 140 33 2,861 2,840 27 36 41 48 224 Riversdale 706 209 04 1,374 2,296 34 97 94 07 226 Romney 1,507 174 66 4,593 1,845 67 38 135 66 227 Rossdale Rural 175 76 843 1,297 53 35 124 51 228 Runnymede 4,000 179 65 3,741 3,441 48 09 139 10 229 St. George R.R. 600 392 78 5,875 2,000 32 28 30 00 230 St. Helen's Rural 81 74 2,648 1,219 23 18 51 14 231 Sandwich R.R. 8,077 1,558 53 2,175 24,896 230 43 405 93		Rebecca		Rural				53 69	
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224 Riversdale No an nual report for 1925. 225 Rodney 706 209 04 1,374 2,296 34 97 94 07 226 Romney 1,507 174 66 4,593 1,845 67 38 135 66 227 Rossdale Rural 175 76 843 1,297 53 35 124 51 228 Runnymede 4,000 179 65 3,741 3,441 48 09 139 10 229 St. George R.R. 600 392 78 5,875 2,000 32 28 30 00 230 St. Helen's R.R. 81 74 2,648 1,219 23 18 51 14 231 Sandwich R.R. 8,077 1,558 53 2,175 24,896 230 43 405 93		Ridgetown		1					
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226 Romney. 1,507 174 66 4,593 1,845 67 38 135 66 227 Rossdale. Rural 175 76 843 1,297 53 35 124 51 228 Runnymede. 4,000 179 65 3,741 3,441 48 09 139 10 229 St. George. R.R. 600 392 78 5,875 2,000 32 28 30 00 230 St. Helen's. Rural 81 74 2,648 1,219 23 18 51 14 231 Sandwich. R.R. 8,077 1,558 53 2,175 24,896 230 43 405 93		Riversdale	No ar	nual repo		4 25	2.004		04.07
227 Rossdale. Rural 175 76 843 1,297 53 35 124 51 228 Runnymede 4,000 179 65 3,741 3,441 48 09 139 10 229 St. George R.R. 600 392 78 5,875 2,000 32 28 30 00 230 St. Helen's Rural 81 74 2,648 1,219 23 18 51 14 231 Sandwich R.R. 8,077 1,558 53 2,175 24,896 230 43 405 93		Rodney		700					
228 Runnymede. 4,000 179 65 3,741 3,441 48 09 139 10 229 St. George. R.R. 600 392 78 5,875 2,000 32 28 30 00 230 St. Helen's. Rural 81 74 2,648 1,219 23 18 51 14 231 Sandwich. R.R. 8,077 1,558 53 2,175 24,896 230 43 405 93		Romney		1,50%					
229 St. George R.R. 600 392 78 5,875 2,000 32 28 30 00 230 St. Helen's Rural 81 74 2,648 1,219 23 18 51 14 231 Sandwich R,R 8,077 1,558 53 2,175 24,896 230 43 405 93		Rossdale		Rural					
230 St. Helen's		St. Cooper	D. D.						
231 Sandwich		St. George	K.K.	D 000					
231 Scarborough K.R. 8,077 1,558 53 2,173 24,890 230 43 405 93 400 162 73 5,742 1,885 89 34 147 65		Sandwich	D D	Kural					
232 Scarborough		Scarborough	K.K.	8,07					
	232	Scarborough		400	102 /3	5,142	1,885	89 34	14/ 05

ASSOCIATION PUBLIC LIBRARIES (Concluded)

No.	Library	Read- ing Room	Popula- tion	Total Expendi- ture	Volumes in Library	Circula- tion	Legisla tive Gra paid ii 1926	nt	Amour expend on Boo in 192	ed ks
222	Saarbaranah Dluffa	NT	1	\$ c.			\$	c.	\$	c.
233 234	Scarborough Bluffs Scotland	R.R.	nual repo 400	rt for 1925. 195-28	2,197	1,246	26	15		
235	Shakespeare		500		1,473	760		17	42	70
236	Shedden		400		2,352	1,850	19			13
237 238	Shetland Singhampton		350 100		1,631	2,787	46			17
239	Smithville		500		680 1,490	540 3,361		97 17		95 17
240	Solina		Rural	36 35	691	325	27	69		10
241	Sombra		215		878	1,284	79	29	128	29
242 243	SonyaSouthampton	No an	nual repo	rt for 1925. 419 83	4,887	7 412	75	70	202	00
244	Southcote		Rural	71 88		7,413 444	75 21		282	09
245	South Mountain		225	143 13	1,217	1,063	14	87		88
246	South Woodslee		250		326	905	72	73	115	
247 248	SpartaSpeedside		260	162 08 rt for 1925.	1,224	507	30	00	65	30
249	Sprucedale	R.R.	Rural	127 80	884	363	42	87	69	15
250	Stevensville		350		1,201	1,837	97	23		81
251 252	Strathcona Stratton		200 150		1,820 366	594 692				27 69
253	Sunderland				300	092	20	00	40	09
254	Sydenham	R.R.	675	217 03	2,149	3,718				40
255	Thamesford	D D	500		3,279	4,650	37			21
256 257	Thamesville Thedford		815 600		2,848 667	3,135 2,390	91		100 533	
258	Thessalon		1,800		1,945	1,734	18			53
259	Thornbury		820		1,124	2,500			349	
260 261	Thorndale		300 350		1,573 618	14,477 1,504	62 42		103	32 25
262	Thornhill		294		1,697	2,158				55
263	Tobermory		400	94 20	376	464	27	98	73	55
264	Tottenham		571	1			10			01
265 266	Trout Creek		402 1,400		1,294 2,838	298		06	174	81 24
267	Underwood		300					54		58
268	Unionville			rt for 1925.	4.00	2 2 2 2		00		20
269 270	Vankleek Hill		1,600 Rural	318 95 127 89		2,358 1,369			111	24
271	Varna Victoria		Rural	168 73			28		120	
. 272	Victoria Mines		1,600		1,745		31			13
· 273	Victoria Road		400		770	408	28	46	46	72
274 275	Walton Wardsville			rt for 1925. 199 42	2,584	2,266	46	76	100	71
276	Warkworth							00		25
277	Waterdown			rt for 1925.	1 700	0.002	27	<i>c</i> 1	A 77	10
278 279	Wellesley		ized in 1		1,726	2,893	. 27	0.1	47	10
280	Wellington	No an	nual repo	rt for 1925.						
281	Westford		156	40 88			10			50
282	West Lorne		1,000		1,627	3,256	51	59	87	64
283 284	White Lake Whitevale	No an	nual repo	rt for 1925. 115 98	316	1,258	46	10	69	11
285	Wiarton	R.R.	1,869	572 83	4,122	4,033	82		147	86
286	Williamstown		300	27 09		732			72	70
287	Winchester		1,084 758			4,788	43		13	
288 289	Woodbridge		425				20	00	175	
290	Worthington	R.R.	400	365 95	1,092	2,296	108	30	127	35
291	Wyoming		nual repo	rt for 1925. 112 59	1,728	1,337	16	48	35	40
292 293	ZephyrZurich		1,500				21			75
270						750 166	12,394	30	22 512	72
	Totals	1	170,332	57,562 70	502,142	738,100	12,394	30	22,312	8 20

APPEN FIFTH CLASSES

	,	
	Name of School	
Inspectorate	(In the case of rural schools the section number and the name of the township are given.)	
	of the township are given.	
algoma1		
2	3 Korah	
Brant and North Norfolk (in part) 5		
Bruce, East	3 Amabell and Arran Allenford	
Bruce, West	3 Culross	
11	6 KincardineArmow	
Cochrane		
14 15	1 Nakina Nakina	
Oundas10		
17 Elgin, West18	4 Winchester Winchester, R.R.	
Essex	SandwichSandwich	
Frontenac, North, and Addington20 Grey, East		
\sim 22	3 Euphrasia	
Grey, South23 Haldimand24		
23. Haliburton and East Muskoka20		
2.	Guilford Consolidated West Guilford	
28 29		
30	1 Sherbourne	
3. Halton and Wentworth (in part)3		
33	9 West Flamboro'Dundas, R.R. 4	
Hastings, Centre	1 HungerfordThomasburg	
31		
3.	3 10 Huntingdon	
Huron, East,		
Huron, West4	U 8 Ashfield	
4	5 StephenCrediton	
4. 4	U 16 Stephen	
. 4	6 4 West WawanoshLucknow	
4 Kenora, etc4		
4	1 IgnaceIgnace	
	U 1 Sandford and Aubrey Eagle River	
5.		

DIX M 1925-26

Teacher	s		Pup	oils	G	rade (
Name of Principal, and Degree, if any	Professional Certificate	Annual Salary, 1926	No. of Pupils	Average Daily Attendance	A	В	С	Total Value of Approved Equipment	Legislative Grant
1 Helen Lewis		1,000 1,200 1,200 1,200 1,200 1,200 1,200 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,100 1,350 1,000 1,000 1,000 1,350 1,000 1,200	6 2 6 10 7 15 5 5 3 4 5 4 6 7 8 4 6 11 30 3 10 11 5 6 4 7 8 3 3 7 4 11 11 2 4 4 6 9 3 2 2 10 6 11 5 9 7 5 5 2 4 5 5 5	5 2 5 2 5 9 6 13 3 4 2 3 4 3 3 7 6 4 5 9 2 8 2 8 2 8 2 8 2 8 2 8 2 8 2 8 2 8 2		1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\$ 5.5 60 165 25 179 30 277 98 118 09 302 65 566 80 87 28 87 03 138 44 163 58 442 11 194 37 378 87 337 67 244 71 498 09 400 00 130 40 	\$ c. 230 8c 145 86 235 60 76 81 128 09 169 75 73 73 63 70 55 00 200 78 318 88 230 86 337 54 89 12 149 31 172 50 173 84 65 00 110 00 117 53 121 04 77 83 80 56 118 50 74 98 138 44 62 51 134 05 65 67 131 42 123 91 112 29 156 03 155 12 147 95 128 99 156 03 155 12 147 95 128 99 156 03 155 12 147 96 128 99 156 03 155 12 147 96 128 99 156 03 155 12 147 96 128 99 156 03 155 12 147 96 128 99 156 03 155 12 147 96 128 99 156 03 155 12 147 96 128 99 156 03 155 12 147 96 128 99 10 152 60 124 60 166 90 89 10 152 60 124 60 126 60 167 60

FIFTH CLASSES

		Name of School	
		Name of School	
Innectorate	(In +1	an assa of rural schools the	Post Office
Inspectorate		ne case of rural schools the	1 ost Office
		the township are given.)	
	OI	the township are given.)	
1			
F2	2 0 4	0.44	Durant
Kent, East53	3 X 4	Driord	Duart
Lambton, East	TI 7	Brooke	Alvinston, R.R. 2
56		Brooke	Alvinston, R.R. 4 Inwood, R.R. 1
57		Enniskillen	Petrolea, R.R. 2
58	7	Euphemia	Cairo, R.R. 1
Lambton, West59	•	Courtright	Courtright
60	12	Bosanquet	Thedford
61	3	Moore	Mooretown
62		Moore	Mooretown
63		Moore	Courtright
64		Moore	Brigden
65	3	Plympton	Wyoming
66	1	Sarnia	Mandamin
Lanark, East		Lanark	Almonte, R.R. 5
Lanark, West		Bathurst	Perth, R.R. 7
69		Bathurst	Perth, R.R. 7
70		Drummond	Lanark, R.R. 1
71		Drummond	Lanark, R.R. 1
72	1	Sherbrooke North	Elphin
Leeds and Grenville, No. 1	4.4	Newboro	Newboro
Leeds and Grenville, No. 2		Front of Escott	Rockport
Lincoln	10	South Grimsby	Smithville, R.R. 1
Manitoulin, etc	7	Assigmack	The Slash
77	3	Carnaryon	Spring Bay
79	1	Aberdeen	Ophir
Middlesex, East	7		Granton
Muskoka, South and West81	,	Bala	Bala
82	8	Monck	Milford Bay
83	2	Oakley	Clear Lake
84	9	Stephenson	Port Sydney
Nipissing, etc85			Loring
86	1		Nipissing
87		Mattawa	Mattawa
Northumberland and Durham, No. 1 88		Darlington	Hampton
89	15	Manvers	Bethany
90		Darlington	Burketon
91	20	Darlington	Hampton, R.R. 1
Northumberland and Durham, No. 3 92			
Ontario, North93		Brock	Manilla
94	12	Reach	Greenbank
95	5	Scott	Zepher
Ontario, South	7	Uxbridge	Goodwood
Ontario, South		Pickering	
Oxford, North99		Pickering	
100		Zorra, West	
101		Zorra, East	
Oxford, South	6	Dereham	
Parry Sound, West	U 1	Chapman and Croft	
104	1	Freeman	
105		Humphrey	
106		McKellar	McKellar
107		Nobel Consolidated	Nobel

1925-26 (Continued)

Teachers			Pu	oils	G	rade Class			
Name of Principal and Degree if any	Professional Certificate	Annual Salary, 1926	No. of Pupils	Average Daily Attendance	A	В	С	Total Value of Approved Equipment	Legislative Grant
53 Annie M. Blue 54 Florence I. Edwards. 55 Mary A. Flowers 56 Ruby Lucas 57 Lorenda Field 58 Marion Murray 59 Clifford J. Nixon 60 Helen Richards 61 Olive M. Simpson 62 Emma Pierce 63 Winnifred Kourtz 64 Wm. E. Jarrott 65 Mildred McDonald 66 W.Gordon McKenzie 67 Eleanor McKittrick. 68 Leita E. Andison 69 Mary E. Clement 70 H. H. Loucks 71 Mrs. T. McN. Rose. 72 Kathleen P. Duncan. 73 B. Frank Bolton 74 David P. Bradley 75 Ethel B. Aikenhead. 76 Jessie Sleeman 77 Russell R. Bailie 78 Ed. J. Orendorff 79 Ida A. Clark 80 Elsie Ferguson 81 Ralph S. Shaw 82 Ernestine M. Sellers. 83 Hazel Avery 84 Margaret McInnes 85 J. Ross Lawrence 86 Robt. A. Kennedy 87 Eleanor Owens 88 F. J. Groat 89 Mrs. Ida Carscadder 90 D. D. Barton 91 R. J. McKessock 92 Mary G. Teal 93 Mrs.Wm.Townshen 94 Aleta Ferguson 95 Julius Rynard 96 Johnston Kidd 97 Eva L. Dennis 98 Ada Wainman 99 Geo. A. Smith 100 Walter A. Eifert 101 Percy McCorquodal 102 Mrs. M. J. G. Misene 103 Godfrey Grunig 104 W. J. Ankenman 105 Chas. E. Stuart 106 Clarissa M. Harrett 107 Gordon L. Ketcheso		\$ 1,200 1,000 800 800 1,025 1,100 1,300 1,000 1,	2 3 8 5 6 3 3 10 3 18 19 15 3 3 3 4 19 14 6 6 9 9 3 5 5 5 4 4 4 2 2 1 10 0 0 7 5 16 0 0 16 0	4 2 2 2 4 2 3 3 3 3 2 2 1 4 2 2 4 2 2 7 5 5 5 2 3 8 2 2 1 7 1 1 2 2 2 2 1 3 3 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4		. 1 1		\$ c. 311 50 52 50 104 58 65 65 61 65 67 07 71 218 64 61 96 62 85 132 28 60 00 102 25 60 00 61 29	\$ c. 92 75. 55 00 65 46 61 57 61 17 62 07 121 86 61 29 55 00 86 00 152 17 61 00 61 13 55 00 61 19 61 11 168 02 120 29 103 82 127 00 123 40 313 60 134 80 177 45 248 74 262 96 127 62 137 08 178 90 200 90 240 14 81 37 71 40 61 90 69 36 144 142 29 99 68 89 62 82 67 73 12 80 10 91 57 80 12 90 00 138 44 230 00 14 230 14 230 14 2

FIFTH CLASSES

	1		1
		Name of School	
Inspectorate	(In t	he case of rural schools the	Post Office
•		ion number and the name	
	01	the township are given.)	
	1		
Parry Sound, East, etc	3 4	Himsworth, North Kearney	Callander Kearney
110)	Sundridge Consolidated	Sundridge
Peterborough, East	8 3	Chandos Dummer	Chandos
113	3 2	Otonabee	Lang
114	4	Otonabee	Keene
Prescott and Russell		Cumberland	VarsLeonard, R.R. 1
117		Cumberland	Cumberland
	3 U 10	Plantagenet, North	Pendleton
119 120)	Plantagenet, South L'Orignal	Riceville L'Orignal
Prince Edward	6	Ameliasburg	Rossmore
Rainy River		AtholBarwick Consolidated	Cherry Valley Barwick
124	Į.	Burriss Consolidated	Burriss
125 126	3	Devlin Devlin and Burriss	Devlin
127	1	Mine Centre	Mine Centre
Renfrew, North		Morley Consolidated Ross	Stratton Forester's Falls
Simcoe, East)	Port McNicoll	Port McNicoll
131 132		Victoria Harbour	Victoria Harbour Waubaushene
133	12	Orillia	Severn Bridge
Simcoe, South	5 2	Innisfil Denison and Drury	Stroud Worthington
136	5	Webbwood	Webbwood
Sudbury (in part) and Algoma (in part), etc	1	Creighton and Snyder	Creighton Mine
138	3 1	Nicholson	Nicholson's Siding
139 140		Wicksteed Biscotasing	HornepayneBiscotasing
Timiskaming, South		Cobalt	Cobalt
$\begin{array}{c} 142 \\ 143 \end{array}$		Charlton Consolidated Englehart	Charlton
144		James	Elk Lake
145 140	.	LatchfordSavard Consolidated	Latchford Charlton Station
Thunder Bay147	7	Nipigon Consolidated	NipigonSavanne
Victoria, West		Bexley	Coboconk
150) 6	Fenelon	Cameron
151 152	2 7	Mariposa Ops	Oakwood Reaboro
Waterloo, North	16	Wellesley	Wellesley
Wellington, South	6	Thorold	Hillsburg
150 157	5 11	Erin	Erin, R.R. 1
158	3 10	Puslinch	Belwood, R.R. 1
Wentworth	5	Ancaster	Ancaster
163	3	BeverlyBinbrook	Binbrook
York, No. 1		Saltfleet	Stoney Creek Udora
164 164 164 164 164 164 164 164 164 164	1 8		Pefferlaw, R.R. 3
169	51 9	Georgina	Pefferlaw

1925-26 (Continued)

Teachers			Pu	ıpils	G	rade Clas			
Name of Principal and Degree if any	Professional Certificate	Annual Salary, 1926	No. of Pupils	Average Daily Attendance	A	В	С	Total Value of Approved Equipment	Legislative Grant
108 Roy W. Warnica 109 Jos. R. Teasdale 110 John S. Eag 111 Annie M. Howlett 112 Alex B. Currie 113 Richard Honey 114 E. Cecil Longmuir 115 Mrs. A. J. Alken	II II II II	\$ 1,750 1,400 1,575 750 1,150 1,000 1,000	8 12 17 2 2 8 12	6 8 13 2 2 7 1	1	1	1 	\$ c. 328 00 338 00 413 00 	\$ c. 285 60 265 60 295 40 55 00 79 20 110 00
115 Mrs. A. J. Alkenbrack, B.A		1,200 1,050 1,250 1,200 1,100 1,000 1,400 1,025 1,600 1,320 1,500 1,500 1,800 1,850 1,500 1,850 1,500 1,850 1,500 1,850 1,500	10 15 4 25 16 10	7 2 9 9 7 3 7 4 8 6 2 9 3 11 16 9 15 4 21 13 10 9			1	162 07 288 52 280 09 333 07 206 09 360 15 64 75 72 15 144 90 196 39 52 29 230 19 140 05 421 64 283 67 287 50 362 00 333 78 218 61 148 05 207 00 660 00	151 20 85 93 163 00 158 70 85 61 171 79 71 48 72 22 315 14 259 28 120 46 171 74 138 00 343 10 137 37 193 78 175 50 134 65 131 89 79 80 261 40 420 00
137 Ursula M. Black 138 Harold A. Staniland. 139 Robt. W. Umphrey. 140 Margaret Perdue 141 Martha J. Coutts 142 James L. Harkness. 143 Wm. L. Lovell 144 Jean L. Armstrong. 145 Margaret A. Lewis. 146 A. A. Casselman 147 Laura M. Meredith. 148 Garnet L. Long 149 Harold E. Reinke 150 Sarah M. Cran 151 Murdock Murchison 152 J. W. Reid 153 Nesbitt Woods 154 Jessie Kelso 155 Harry E. Tate 156 Marie Barbour 157 Isabel J. Stewart 158 Jean M. Spence 159 William Heath 160 Nina M. Kirk 161 William F. Orchard 162 R. Lloyd Hyslop 163 Albert E. Hardy 165 Howard M. Saul		1,800 1,400 1,100 1,100 1,500 1,400 1,500 1,400 1,200 1,300 1,100 1,450 1,100 1,375 1,200 1,400 1,350 1,100 1,350 1,3800 1,000 1,3800 1,000 1,000 1,000 1,000 1,000 1,000 1,000	5 12 6 74 11 12 3 8 6 7 4 11 11 5 16 6 9 5 4 3 4 4 4 7 7 3 5 5	9 4 10 53 10 11 2 6 4 7 4 9 10 5 13 5 8 5 2 3 3 4 4 3 5 3 4 6 6 6 7 8 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	366 98 208 65 165 03 90 07 194 80 146 65 178 60 213 31 243 09 153 14 167 43 60 00 338 39 88 20 275 01 139 51 232 00 225 80 341 14 319 74 127 22 412 80 190 15 366 78 340 28 122 00 138 00 342 00	282 00 163 98 253 00 148 00 348 96 229 34 315 72 312 66 326 38 154 76 248 48 122 00 143 84 118 82 88 55 123 95 133 20 135 00 99 11 55 00 96 97 61 61 101 39 109 02 95 43 144 03 67 20 93 80 97 40

FIFTH CLASSES

		·
Inspectorate	Name of School (In the case of rural schools th section number and the name of the township are given.)	
York, No. 2	16 King	King Newmarket, R.R. 3 Humber Bay New Toronto Woodbridge
Inspector Melady 17 Inspector Quarry 17 17 17 17 17 17 18 18 18 18 18 18 18 18 18	U 1 Carrick. 5 Normanby. 2 Ashfield. U 6 Stephen. 1 Wawanosh, West. U 6 Ellice. U 2 Hibbert.	Formosa Ayton Goderich, R.R. 3 Parkhill, R.R. 8 Auburn, R.R. 2 Sebringville, R.R. 1 Dublin St. Columban Britton, R.R. 1 Breslau, R.R. 1 Linwood St. Clements Kenilworth
18 18 18 19 19 19 19 19	Hespeler 2 Hagar 1 Shedden Belle River Ford Sandwich Tecumseh 1 Tilbury, North	Hespeler Markstay Spanish Belle River Ford Sandwich Tecumseh Stoney Point
Inspector Finn 19 19 19 Inspector Jones 19 20 20	5 Finch. 5 Bagot. 16 Cornwall: 15 Charlottenburgh. 10 Lancaster.	St. Andrews, West St. Raphael, West
Inspector Lee	Lancaster 3 Mara 4 Emily 1 Brougham 2 Bromley 7 Bromley Charlton Killaloe Mattawa 6 Sherwood 4 Westmeath 1 Caldwell	Lancaster Brechin Lindsay, R.R. 5 Mount St. Patrick Eganville, R.R. 3 Douglas Charlton Killaloe Mattawa Barry's Bay La Passe
. 21	3 Griffith	

1925-26 (Concluded)

		1					. 1		
Teacher	S		Pupils Grade of Class						
Name of Principal and Degree if any	Professional Certificate	Annual Salary, 1926	No. of Pupils	Average Daily Attendance	A	В	С	Total Value of Approved Equipment	Legislative Grant
166 Vida E. Laidlaw 167 Walter Rolling 168 Willa G. E. Nickle 169 Kenneth C. Little 170 Isabella L. Ball 171 Geo. W. Shore	II II II II II	\$ 1,000 1,300 1,000 2,200 1,350 1,750 2,400	3 5 5 12 38 12	2 3 5 9 32 10	1 1 1	1	1 1	\$ c. 125 00 219 00 232 00 218 77 777 66 376 06	\$ c. 67 50 76 90 86 90 155 60 213 70 177 48
173 Mother M. Eileen 174 Sr. M. Chrysologa 175 Katherine Bergin 176 Sr. M. Isabel, B.A 177 Sr. St. Dominic 178 Raymond Redmond. 179 Sr. M. Leona 180 Sr. M. Dolores, M.A. 181 Sr. M. Angeline 182 Mary T. Clements 183 Sr. M. Frances 184 Helen M. Hayes 185 Sr. M. Josepha, B.A. 186 Sr. Bernadette, B.A. 187 Sr. M. Bredelia 188 Sr. M. Petranda 189 Marguerite O'Donnell 190 Catharine O'Driscoll 191 Sr. M. Emmanuel 192 Sr. M. Alban 193 Sr. Elizabeth Theresa 194 Mother St. Leo 195 Sr. M. Philomena 197 Sr. M. Beatrice 198 Sr. M. Victory 199 Sr. M. St. Hilda, B.A 200 Sr. M. Jerome, B.A 201 Sr. M. Hilda, B.A 202 Bernard O'Beirn 203 Mary Cavanagh 204 Sr. M. Rachel 205 Teresa McElligott 206 Sr. M. Margaret, B.A 207 Kathleen O'Malley 208 Sr. St. Agnes 209 Wm. H. Bulger 210 Mary M. Young		1,000 1,350 1,200 1,100 1,200 1,300 1,200 1,300 1,200 1,300 1,100 1,150 1,100 1,500 1,000 1,000 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,100 1,500 1,100 1,500 1,100 1,500	9 17 16 14 10 6 36 69 8 8 12 7 5 35 12 6 3 3 17 28 16 15 7 6 18 45 11 14 13 36 43 7 14 15 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	8 16 15 13 9 4 34 59 7 7 11 6 4 31 11 5 2 3 12 26 15 13 6 5 12 37 30 20 10 10 10 10 10 10 10 10 10 10 10 10 10		1 1 1	1	379 43 350 00 170 00 944 00 267 00 128 00 1,245 00 975 00 226 00 231 00 259 00 231 00 423 00 652 00 94 00 157 48 133 88 506 00 94 92 208 50 125 19 191 00 152 91 386 04 782 61 940 30 1,407 35 431 50 374 60 303 35 714 13 114 90 675 71 125 72 441 59 533 85 109 92	142 29 142 20 152 00 185 00 186 00 186 70 67 80 185 80 185 80 131 50 187 70 135 80 156 80 157 30 167 90 141 50 155 74 205 40 174 49 175 80 152 52 40 00 124 47 145 78 186 58 182 63 185 00 197 45 139 86 134 35 153 91 66 49 181 94 204 14 179 49 374 56 120 99
211 Annie Cunningham 212 Sr. St. Irene 213 Viola Bulger Totals, 1925-26. Totals, 1924-25.		1,200 1,000 1,200 *1,228 *1,260	13 5 2,039 1,878	$ \begin{array}{r} 4 \\ 12 \\ 4 \\ \hline 1,685 \\ 1,495 \end{array} $	94 93	73 69	46 31	184 14 311 40 157 35 53,000 18 50,403 11	83 41 272 92 69 69 †30,844 05 28,201 11
Increases Decrease		32	161	190	1	4	15	2,597 07	2,642 94

*Average salary. †In addition, there was paid on equipment the sum of \$167.76 to schools that did not qualify as Fifth Classes.

APPENDIX N

LIST OF INSPECTORATES AND INSPECTORS

Inspectorates	Public School Inspectors	Post Office
Inspectorates	T done behoof Inspectors	Tost omee
Algoma District in part; City of Sault Ste.		,
Marie; Village of Hilton Beach Brant and Norfolk in part; Town of Paris;	D. T. Walkom, B.A	Sault Ste. Marie.
Village of Waterford (Joint Inspectorate) Bruce, East: Towns of Chesley, Walkerton,		Brantford.
Wiarton; Villages of Hepworth, Lion's Head, Mildway, Tara	John McCool, M.A	Walkerton.
ampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton		Port Elgin. Ottawa.
of Richmond	,	Ottawa, 247 Powell Ave.
part; Towns of Cochrane, Hearst, Timmins Dufferin; Town of Orangeville; Villages of		Cochrane.
Grand Valley, Shelbourne Dundas; Villages of Chesterville, Iroquois,	,	Orangeville.
Morrisburg, Winchester Elgin, East; Town of Aylmer; Villages of	,	Winchester.
Springfield, Vienna	J. C. Smith, B.A	St. Thomas.
of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate)		St. Thomas.
Essex (No. 1); Towns of Essex, Kingsville, Leamington	W. L. Bowden, B.A	Kingsville.
Essex (No. 2); Towns of Amherstburg, Ford, Riverside, Tecumseh Frontenac, South; Village of Portsmouth	Thos. Preston, B.A	Sandwich. Kingston.
Frontenac, North, and Addington (Joint Inspectorate).	M. R. Reid, M.A	
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	J. W. Crewson, B.A	Alexandria.
Grey, East; Towns of Meaford, Thornbury; Village of Flesherton	Samuel Huff, B.A., D.Paed	Meaford.
Grey, West; City of Owen Sound; Villages of Chatsworth, Shallow Lake	H. H. Burgess, B.A	Owen Sound.
Grey, South; Towns of Durham, Hanover, Villages of Dundalk, Markdale, Neustadt.	Robert Wright, B.A	Hanover.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis	J. L. Mitchener, B.A	Cayuga.
Haliburton and East Muskoka; Town of Huntsville	Geo. E. Pentland, M.A	Fenelon Falls.
Halton and Wentworth in part; Towns of Burlington, Georgetown, Milton, Oakville		3/1:1+0
Village of Acton (Joint Inspectorate) Hastings, Centre; Villages of Deloro, Madoc		
Marmora, Stirling, Tweed	A. W. McGuire, B.A	Tweed.
Towns of Deseronto, Trenton; Village of Frankford (Joint Inspectorate)	H. J. Clarke, B.A	Belleville. Bancroft.
Huron, East; Towns of Clinton, Seaforth Wingham, Villages of Blyth, Brussels Wroxeter Huron, West; Town of Goderich; Villages o	7	Goderich.
Huron, West; Town of Goderich; Villages o Bayfield, Exeter, Hensall Kenora District and Thunder Bay Distric	. J. Elgin Iom	Goderich.
in part; Towns of Dryden, Keewatin Kenora, Sioux Lookout		Kenora.

List of Inspectorates and Inspectors (Continued)

Inspectorates	Public School Inspectors	Post Office
Kent, East; Towns of Blenheim, Bothwell,		
Dresden, Ridgetown; Villages of Ericau, Highgate, Thamesville		Cl. 1
Kent, West, and City of Chatham: Towns of	Rev. W. H. G. Colles	Chatham.
Tilbury, Wallaceburg; Village of Wheatley (Joint Inspectorate)	J. H. Smith, M.A	Chatham.
Villages of Alvinston, Arkona, Oil Springs.		
Watford Lambton, West (No. 1); City of Sarnia;	J. J. Edwards, B.A	Petrolia.
Town of Forest; Villages of Courtright, Point Edward, Thedford, Wyoming (Joint		
Inspectorate). Lanark, East (No. 1); Towns of Almonte,	Henry Conn, B.A	Sarnia.
Carleton Place; Village of Lanark	J. C. Spence, B.A., B.Paed	Carleton Place.
Lanark, West (No. 2); Towns of Perth, Smith's Falls (Joint Inspectorate)	Thos. C. Smith, M.A	Perth.
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport	James F. McGuire, M.A	Westport.
Leeds and Grenville (No. 2); Town of Brock- ville; Village of Athens (Joint Inspectorate)	W. C. Dowsley, M.A	Brockville.
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville,		
Merrickville (Joint Inspectorate) Lennox; Town of Napanee; Villages of Bath,	T. A. Craig	Kemptville.
Newburgh (see also Frontenac, North)	E. J. Corkill, B.A	Napanee.
Lincoln; Towns of Grimsby, Merritton, Niagara; Villages of Beamsville, Port	Geo. A. Carefoot, B.A., B.Paed.	St Cathorinos
Dalhousie		St. Catharines.
Towns of Bruce Mines, Gore Bay, Little Current, Thessalon	James W. Hagan, M.A	Gore Bay.
Middlesex, East; Village of Lucan Middlesex, West; Towns of Parkhill, Strath-	P. J. Thompson, B.A	London.
roy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	J. H. Sexton, B.A	Strathroy.
Muskoka, South and West, District; Towns of Bala, Bracebridge, Gravenhurst; Villages		
od Port Carling, Windermere	G. S. Johnston, B.A	Bracebridge.
Muskoka, North (see Parry Sound East).		
Nipissing District and Parry Sound in part; Towns of Bonfield, Cache Bay, Mattawa,	P. W. Brown, B.A	North Bay.
North Bay, Sturgeon Falls		Simcoe.
Port Dover, Port Rowan (see Brant Co.) Northumberland and Durham, West (No. 1);	H. Frank Cook, B.A	Sincoe.
Towns of Bowmanville, Port Hope; Village of Newcastle	E. E. Snider, B.A	Port Hope.
Northumberland and Durham, Centre (No. 2); Town of Cobourg, Village of Millbrook	J. W. Odell, B.A	Cobourg.
Northumberland and Durham, East (No. 3); Town of Campbellford; Villages of		
Brighton, Colborne, HastingsOntario, North; Town of Uxbridge; Villages	Robert Boyes	
of Beaverton, CanningtonOntario, South; City of Oshawa; Town of	T. R. Ferguson, M.A	Uxbridge.
	R A Hutchison B.A	Whitby.
Whitby; Village of Port Perry (Joint Inspectorate) Oxford, North, and City of Weedstock;	,	
Villages of Embro, Tavistock (Joint Inspectorate)	J. M. Cole	Woodstock.
Oxford, South; Towns of Ingersoll, Tillson- burg; Village of Norwich (Joint Inspect-	D. A. D. Lauren, D. A.	Ingersell.
burg; Village of Norwich (Joint Inspect- orate)	R. A. Paterson, D.A	11180100111

List of Inspectorates and Inspectors (Continued)

Inspectorates	Public School Inspectors	Post Office
Parry Sound, District West, and Muskoka in part; Town of Parry Sound; Village of Magnetawan. Parry Sound, East; Muskoka North; and Nipissing South in part; Towns of Kearney,	J. L. Moore, B.A	Parry Sound.
Powassan, Trout Creek; Villages of Burk's Falls, South River, Sundridge Peel; Town of Brampton; Villages of Bolton,	R. O. White	North Bay.
Port Credit, Streetsville	W. J. Galbraith, M.A	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton	A. E. Nelson, B.A	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate)	Tames H. Smith. B.A	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood	Richard Lees, M.A	Peterborough.
Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate) Prescott and Russell; Towns of Hawkesbury.	R. F. Downey, B.A., B.Paed	Peterborough.
Rockland, Vankleek Hill; Villages of Casselman, L'Orignal	Archibald McVicar, M.A	Vanklee k Hill.
Bloomfield, Wellington	F. P. Smith, M.A	Picton.
Rainy River District, Townsor Fort Flances Rainy River	C. F. Ewers, B.A	Ft. Frances.
of Cobden	I. D. Breuls, B.A	Pembroke.
frew; Villages of Braeside, Eganville Killaloe Station. Simcoe, North; Towns of Barrie, Colling	, G. G. McNab, M.A., D.Paed	Renfrew.
wood, Penetanguishene	Joseph L. Garvin, B.A	Barrie.
Villages of Beeton, Bradford, Creemore Tottenham	Edwin Longman	Barrie.
Villages of Coldwater, Port McNicoll, Victoria Harbour Stormont; Town of Cornwall; Village of	Isaac Day, B.A	Orillia.
Finch	. James Froats, M.A., B.Paed	Finch.
Sudbury District in part, Algoma in part Towns of Blind River, Massey, Sudbury Webbwood	D. M. Christie, B.A	Sudbury.
Parry Sound in part; Towns of Capreol Copper Cliff. Thunder Bay District. Temiskaming District, North and Cochran	Robert Gillies, B.A L. J. Williams, B.A	Sudbury. Port Arthur.
District in part; Towns of Englehart, Irc quois Falls, Matheson Temiskaming, South; Towns of Cobalt, Ha	Leo W. Copp, B.A	New Liskeard.
leybury, Latchford, New Liskeard; Villag	e	Haileybury.
of Thornloe	E. W. Jennings, B.A	Lindsay.
Victoria, East (see Peterborough West). Waterloo, North (No. 1); City of Kitchene		
Towns of Elmira, Waterloo (Joint Ir spectorate)	F. W. Sheppard	. Kitchener.
Towns of Hespeler, Preston; Villages of Ayr, New Hamburg (Joint Inspectorate Welland, North; City of Niagara Fall). Lambert Norman, B.A	
Town of Thorold, Villages of Chippaw Fonthill (Joint Inspectorate)	a,	Niagara Falls.

List of Inspectorates and Inspectors (Continued)

I	nspectorates	Public School Inspectors	Post Office
Welland, South;	Towns of Bridgeburg, Port		
Colborne; Vill	ages of Fort Erie, Humber	-	
stone		James McNiece B A	Welland.
Wellington, No.	rth; Towns of Harriston		
Clifford	t, Palmerston; Village of	D-1- C-11 - 11 D A	3.4
Wellington Sout	h; Villages of Arthur, Dray	Robt. Galbraith, B.A	Mount Forest.
ton, Elora, Er	in, Fergus	J. J. Craig, B.A	Faraus
Wentworth; To	wn of Dundas; Village o	f	r cigus.
Waterdown		Ino. B. Robinson, B.A., B. Paed	Hamilton.
York (No. 1); To	wns of Aurora, Newmarket	;	
Villages of Hol	land Landing, Sutton West	C. W. Mulloy, B.A	Aurora.
Toronto West	Towns of Mimico, New	A I Complete MA	777
Vork (No. 3). V	illages of Markham, Rich		Weston.
mond Hill, Sto	ouffville	W. W. A. Trench, B.A	Richmond Hill
York (No. 4); I	own of Leaside; Village o	f	ACCOMMOND THE
Forest Hill		. A. A. Jordan, B.A	Toronto, 37
D . (1 . (7*.		Chaplin Crescer
	City ofd Port Arthur, Cities of		
	ity of		
Hamilton,	do		
do	do		
do	do	Jas. Gill, B.A., B.Paed	Hamilton.
do	do	E. T. Seaton, B.A., D.Paed	
Kingston,	do	. J. Russell Stuart	Kingston.
London, do	do	T C C I TE A D D I	London.
Ottawa,	do	TITE D. D. TOD I	Ottawa.
do do	d o		Ottawa.
Peterborough,	do		Peterborough.
St. Catharines,	do		St. Catharines.
Toronto,	do	. Vacant, Chief Inspector	Toronto.
do	do	Jos. W. Rogers, M.A.	Toronto.
do do	do	D. D. Moshier, B.A., B.Paed N. S. MacDonald, B.A., D.Paed.	
do	do	TITE THE DA DD 1	Toronto.
do	do	Miss A. E. Marty, M.A., LL.D	Toronto.
do	do	P. F. Munro, M.A., B.Paed	Toronto.
Welland,	do	John Flower, B.A	Welland.
Windsor,	do	J. E. Benson, M.A	Windsor.
Sandwich, and W	Valkerville Towns		

R.C. Separate School Inspectors

J. F. Power, M.A
I F Sullivan B.ALondon, 873 Hellmuth Ave.
Ias F. Iones B.A
I P Finn R A
WILLER BA Toronto, 434 Brunswick Ave.
I M Bennett M.A
Vincent C Quarry R A Parknill, K.K. o.
Thomas S Melady R A Windsor, 422 Giles Bivd. West.
H. J. Payette, B.A

English-French Public and Separate School Inspectors

English-French rubile and Separate School Inspectors
J. S. Gratton
Public and Separate Schools
V. K. Greer, M.A., Chief Insp
High School Inspectors
I. M. Levan, B.A. Toronto, 144 Balmoral Ave. Geo. F. Rogers, B.A. Toronto, 104 Glencairn Ave. R. W. Anglin, M.A. Toronto, 76 Hogarth Ave. A. J. Husband, B.A. Toronto, 93 Glenview Ave.
Continuation School Inspectors
G. K. Mills, B.A. Toronto, Parliament Buildings. J. P. Hoag, B.A. Toronto, Parliament Buildings. Jno. P. Cowles, B.A. Toronto, Parliament Buildings.
Manual Training and Household Science Inspector
Albert H. Leake

Inspector of Elementary Agricultural Education

J. B. Dandeno, B.A. Ph.D......Toronto, 215 St. Clair Ave.

Inspector of Auxiliary Classes

APPENDIX O

CADET CORPS, 1926

Collegiate Institutes, High, Public and Separate Schools having Cadet Corps with at least twenty members between the ages of 12 and 18 years in the case of Public and Separate Schools, and between 16 and 18 in other cases.

Collegiate Institutes:—Barrie, Brantford, Brockville, Chatham, Cobourg, Collingwood, Cornwall, Fort William, Galt, Goderich, Guelph, Hamilton (2), Kingston, Lindsay, Napanee, Niagara Falls, North Bay, Orillia, Ottawa (2), Owen Sound, Perth, Picton, Port Arthur, Renfrew, Sarnia, Seaforth, St. Catharines, St. Mary's, Smith's Falls, Strathroy, Toronto (Bloor, Harbord, Humberside, Jarvis, Malvern, Oakwood, Parkdale, Riverdale), Vankleek Hill, Walkerville, Windsor, Woodstock. Total 44.

HIGH SCHOOLS:—Amherstburg, Arnprior, Aurora, Brampton, Campbellford, Carleton Place, Chapleau, Dunnville, Essex, Fort Frances, Haileybury, Kenora, Kingsville, Leamington, Meaford, Midland, Mitchell, Niagara Falls S., Orangeville, Oshawa, Parry Sound, Port Hope, Prescott, Scarborough, Sterling, Tillsonburg, Timmins, Trenton, Welland. Total 29.

VOCATIONAL SCHOOLS:—Chatham, Hamilton, Ottawa, Toronto (Central, Eastern), Windsor-Walkerville. Total 6.

CONTINUATION SCHOOLS:—Brussels, Havelock, Iroquois Falls, Little Britain, Millbrook, Wheatley. Total 6.

Public Schools:—Arthur, Aylmer, Belleville (4), Bowmanville, Brampton (2), Brockville (3), Campbellford, Chatham (3), Cobourg, Cornwall, Dundas, Dryden, Fort Frances, Guelph (2), Hallville (North Mountain Consolidated), Hamilton (23), Havelock, Keewatin, Kenora, Kingston (7), London (16), Meaford, Millbrook, Mimico, Niagara Falls (4), Orangeville, Ottawa (17), Paris, Parry Sound, Peterborough (6), Port Arthur (4), Port Hope, St. Catharines (7), St. Mary's, St. Thomas (5), Stratford (5), Sudbury, Toronto (73), Trenton (2), Walkerton, Walkerville (2), Waubaushene, Westboro' (3), Windsor (8), Woodbridge, S.S. No. 5, Thurlow, S.S. 3, Barton, U.S.S. No. 4, Ancaster and Barton, S.S. No. 7, East York. Total 225.

R.C. SEPARATE SCHOOLS:—London, Toronto (26), Hamilton (13). Total 40.

Total number of Cadet Corps, 350.

APPENDIX P

ONTARIO COLLEGE OF EDUCATION

FINANCIAL STATEMENT FOR YEAR ENDING 30th JUNE, 1926

Expenditures for salaries and maintenance for the year ending 30th J detailed below. Legislative Grant received therefor. Fees of students.	\$151,735 00 36,540 00	. \$179,730 10
Amount unused		
	\$189,679 50	\$189,679 50
Balance on hand 30th June, 1925 Expended therefrom for alterations and improvements at Aura Lee Grounds—Superintendent's Department, labour, \$935.77; material, \$850.85\$1,786 62 Balance of City taxes to date of purchase		1
	1,892 81	_
Amount unused of grant for 1925-26 as above	9,048 50 9,949 40	
Balance on hand 30th June, 1926		\$18,997 90
Expenditures		C
SALARIES Professors:	Payment to Officer	Superann'tion reservation, under 7 Geo. V, Cap. 58
W. Pakenham, Dean, at \$6,000. P. Sandiford, Educational Psychology, at \$5,000	\$5,850 00 4,875 00	
Associate Professors: G. A. Cornish, Science, at \$4,375 J. T. Crawford, Mathematics, at \$4,375 G. M. Jones, English and History, at \$4,375 W. C. Ferguson, French and German, at \$4,375. F. E. Coombs, Elementary Subjects, at \$4,375	4,265 6. 4,265 6. 4,265 6. 4,265 6. 4,265 6.	2 109 38 2 109 38 2 109 38
Assistant Professors: W. E. Macpherson, at \$4,290. J. O. Carlisle, Classics, at \$4,200. Miss L. L. Ockley, Household Science, at \$3,500. Lecturers, also Instructors in University Schools:	4,182 7. 4,095 00 3,412 50	0 105 00
S. W. Perry, Art and Commercial Work, at \$3,875	3,778 1 3,666 0 3,461 2 2,851 8 2,632 5	0 94 00 5 88 75 0 73 20
Instructors in University Schools:	4,265 6 3,558 7 3,339 3 3,778 1 3,778 1 3,778 1 3,778 1 3,339 3 2,925 0 3,778 1 3,461 2 3,510 0 3,778 1 3,763 5	5 91 25 8 85 62 3 96 87 3 96 87 3 96 87 8 85 62 0 75 00 3 96 87 5 88 75 0 90 00 3 96 87
J. B. Dandeno, Instructor and Critic Teacher, Agriculture (Sessional)	300 0	0

			-
G. W. Cochrane, Instructor in Swimming and Supervisor of Aura			
Lee Grounds, 10 mos. at \$7 000 of which \$250 charged to			
University Physical Training \$500 to Aura Lee account and			
\$1,000 paid from Cafeteria. Supply Teachers, at \$7.50 per day:	\$250 00		
H. P. Coughlin, 5 days	37 50		
L. W. Copp, 472 days	33 75		
D. M. Drown, 3 days.	22 50	* * * * *	
H. R. Tufts, 3 days. C. E. C. Freeman, 2 days.	22 50		
MISS M. C. Wallace. Z days	15 00 15 00	• • • • •	
WISS C. HEIBERDYROD / davs	15 00		
Miss E. M. Standing, 1-2 days	11 25		
J. F. Adamson, 1 day R. R. Hales, 1 day	7 50 7 50		
Wiss W. Walker, I day	7 50		
Miss M. E. Depew, ½ day Clerical Staff:	3 75		
Miss I. Swinarton, Secretary	1 600 00		
Clerks:	1,600 00	• • • •	
Miss E. G. Seldon	1,200 00		
Miss G. Potter Miss A. Stewart, 1 week	1,000 00		
Miss A. Stewart, I week	10 00		• •
	\$115,523 44	\$2,845	31
		115,523	
		@110 260	75
Retiring Allowances:		\$118,368	13
Teachers' Insurance & Annuity Association, contribution of Col	lege for year		
ending 30th June, 1926, to fund for retiring		2,276	76
Charges on Investment: Accountant, Supreme Court of Ontario, proportion of annual	navment on		
debenture issue of 1909 for interest and sinking fund		10,000	00
Maintenance of Building		18,293	01
Maintenance of Instruction: Use of City Schools	\$14,150 00		
Use of Rural Schools	347 27		
Laboratory assistance and pianist's services	145 00		
Office supplies, including office furniture, printing, postage, circulars and contingencies	1,173 74		
General supplies and apparatus for classroom use, etc	2,962 66		
Library assistance, books and periodicals	1,721 39		
Physical training, including rent and care of grounds and rink,	E02 00		
Field Day sports, etc	503 80 3,164 72		
Summer Session:	0,101 12		
Instructors:	200.00		
J. G. Althouse	300 00 300 00		
C. E. Mark.	300 00		
G. O. McMillan	120 00		
P. Sandiford	300 00)	
Graduate Seminar: J. G. Althouse, Instructor	200 00)	
After-hour Course for High School Assistants:			
I. G. Althouse	10 00		
J. O. Carlisle F. E. Coombs	95 00 75 00		
G A Cornish	100 00)	
I T. Crawford	150 00		
W C. Ferguson	15 00		
G. M. Jones			
P. Sandiford. Publication of "The School," University Press.	3,288 00)	
Graduate Scholarships in Education:)	
Miss M F. Grant	500 00 500 00		
A. H. Wingfield		30,791	58
		Ø170 720	10
		\$179,730	10

Certified correct, F. A. Moure,

Bursar.

APPENDIX Q HIGH SCHOOL ENTRANCE EXAMINATION, 1926

Collegiate Institutes	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination	High Schools	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Smith's Falls Stratford	334 60 147 230 198 153 1,134 120 252 506 37 470 90 186 148 130 143 123 179 143 143 179	144 711 94 1377 577 1511 112 216 6151 107 95 369 97 178 236 146 327 40 127 168 234 1183 690 174 178 125 188 205 124 105 1191 1195 1195 1195 1195 1195 1195	127 31 52 65 40 130 95 175 116 88 67 128 81 119 201 137 230 36 95 115 182 141 517 125 133 91 17 81 108 158 164 109 109 119 119 119 119 119 119 119 119	Chapleau Chesley Chesterville Colborne Cornwall Deseronto Dundalk Dunndas Dunnville Durham Dutton East York Elmira Elora Essex Exeter Fergus Flesherton Finch	35	94 69 80 130 119 63 411 655 628 88 366 622 88 73 28 166 63 49 59 88 80 129 83 31 46 53 14 60 129 83 55 51 14 60 129 83 83 84 85 86 87 87 88 88 80 80 80 80 80 80 80 80	79 53 62 116 101 51 29 53 31 69 34 37 48 81 36 66 69 25 44 47 42 40 156 66 69 25 44 47 42 40 156 66 69 25 44 50 33 30 34 52 68 65 57 43 366 55 7 43 366 55 7 43 366 55 7 43
				Hagersville. Haileybury. Hanover. Harriston Hawkesbury.		81 82 37 35	56 69 27 26

	1						
High Schools—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination	High Schools—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Huntsville		68	45	Thorold		05	0.7
Iroquois		23	22	Tillsonburg		95 64	87 47
Kemptville		71	54	Timmins		123	113
Kenora		79	70	Trenton	66	43	24
Kincardine		57 66	51 50	Tweed	1.7	56	43
Lakefield		46	35	Uxbridge Vienna	17	50 25	36 18
Leamington		129	90	Walkerton		74	66
Listowel	20	77	54	Wallaceburg		91	81
Lucan		56	44	Wardsville		19	15
MadocMarkdale		60 56	38 42	Waterdown Waterford		68 66	62
Markham		46	35	Watford		50	55 37
Meaford		96	77	Welland	43	137	111
Midland		113	95	Weston		91	75
Milton		84 148	70	Whitby		67	55
Mimico		104	131 85	Wiarton		74 60	51 47
Morewood		13	12	Winchester		50	43
Mount Forest		71	60	Wingham		50	47
Nepean		126	126				
Newburg		56 25	51	Totals	495	9,631	7,804
Newcastle New Liskeard		99	78				
Newmarket		116	95				
Niagara		36	32				
Niagara Falls		89	70	Other Places			
Norwich Norwood		34 58	27 41	Abarfayla		42	25
Oakville		83	72	Aberfoyle		51	35 48
Omemee		44	40	Agincourt		40	26
Orangeville		61	54	Ailsa Craig		29	23
Oshawa	163	144	123	Alvinston		50	27
Paris		45	80 39	Ameliasburg Ancaster		40 50	27 36
Parry Sound		95	82	Angus		32	20
Pembroke		220	203	Apsley		12	8
Penetang		114	94	Arkona		30	
Petrolia		86 52	68 28	Ashton		25 20	
Plantagenet Port Colborne		110	103	Aultsville		22	
Port Dover		61	44	Ayr		26	21
Port Elgin		39	32	Ayton		20	
Port Hope		115 50	109 32	Baillieboro		14	
Port Perry Port Rowan	/	38		Bala Bancroft		67	
Prescott				Barriefield		33	
Richmond Hill		52	43	Barry's Bay		30	
Ridgetown		70	46	Barwick		22	
Rockland		19 138	18 105	Bath		26	14
Scarborough		45	31	Bayfield		13	8
Simcoe		133	104	Beachburg		24	24
Smithville		31	25	Beaverton	14		29
Stirling		70	54	Beaton		31	17 12
Streetsville		38 133	31 126	Belgrave Belleville, Co. Centre.			
Sudbury		44		Bell River		83	76
Thessalon		H O		Belmont		29	21

Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination	Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Bethel		5	2	Crediton		27	25
Bethany		25	22	Creemore		17	14
		31 22	22. 14	Creighton Mine		10	9 34
Biscotasing		7	4	Crossbill		44 22	7
-		24	21	Cumberland		14	12
Blenheim		86	70	Dalkeith		15	9
Blind River		31	27	Dashwood Delaware		35 19	17 17
Blyth		46	36	Delhi		65	47
Bobcaygeon		49	38	Delta		53	39
Bolton		51	43			23	15
Bothwell		23 15	13 12	Denbigh Desbarats		7 10	8
Brigden		26	23	Dickinson's Landing.		32	28
Brooklin		27	25	Dixon's Corners		40	30
Bruce Mines		20 30	14 24	Dorchester Station Dorion Consolidated		71 12	52 8
Brussels.		35	29	Douglas		27	22
Burgessville		15	15	Drayton		17	15
Burk's Falls	{	30	22	Dresden		64	36
Burridge		10 14	10	Drumbo		34 23	21 16
Burritt's Rapids		11	. 8	Dryden		42	27
Byng Inlet		20	14	Dungannon		25	22
Calabaria		27 20	21 11	Dunsford		19 70	60
Calabogie		10	7	Eastview Easton's Corners		9	6
Canfield		17	10	Echo Bay		21	11
Cannington	5	22	16	Echo Place		73	65
Cardinal		26 24	15 20	Eganville		21 39	14 37
Cargill		29	19	Elk Lake		12	8
Carp		38	33	Elmvale		95	57
Cartier		14 10	12	Embrun		39 29	28
Castleton		47	32	T73		41	34
Cedarville		17	10	Englehart		41	27
Chalk River		26	11	Ennismore		15	8
Charleston		32 19	23 10	Erin Espanola		39 45	34 29
Chatham Township		17	10	Ethel		17	13
(Taylor Ave.)		36	26	Fairbank		102	87
Chippeys		52 17	38	Fenelon Falls		62 29	49 27
Chippawa		30	29	Feversham	1	45	36
Clifford		18	16	Fingal		54	27
Cobalt		140	117	Flinton		12	11
Coboconk		55 32	49 24	Florence		28	11 5
Cockrane		50	46	Fonthill		. 32	29
Coe Hill		13	9			211	201
Comber		44	28 40	Fordwich		11	10
Comber		49	42	Ft. William (District).		37	33
Consecon		15	.12	Fournier		26	17
Copper Cliff		33	18 34	Frankford	25	19 21	10 19
Copper Cliff		26	7	GalettaGlen Allan		21	10

Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination	Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Colden Laire		1/	4.	T-4-1.6- 1			
Gooderham		16 8	14	Latchford		9	4
Gore Bay	* * * * * *	53	4	Laurel		10	9
Grand Valley		53	43	Lefroy Lemonville		46	23
Grantham Consol'd'td		34	29	Lion's Head		17 45	31
Guelph Consolidated.		39	. 34	Little Britain		30	26
Haliburton		28	26	Little Current		16	14
Hall's Bridge		12	7	London, East		154	112
Hamilton, Co. Centre.		103	78	Long Branch		57	44
Harrington		7 41	7	Loring		14	14
Harrowsmith		30	31	Lorne Park Seminary. Lucknow		8 29	8 24
Hastings.		19	16			28	26
Havelock		67	32	McKellar		23	17
Hawkestone		24	14	MacTier		13	13
Hearst		16	13	Madawaska		15	10
Hensall		32	26	Magnetawan		23	14
Hepworth		28	20	Mallorytown		40	- 21
Highgate		33 10	24	Manitowaning		20 22	17
Hillsdale Hilton Beach		9	4	Manley		34	20
Holstein		27	18	Maple		30	19
Hornepayne		11	11	Marmora		55	43
Horning's Mills		. 16	11	Marsville		9	6
Humewood (York Co)		63	61	Massey Station		24	12
Ignace		5	1	Matheson		23	16
Ilderton		21	17			44 45	29 36
Inglewood		23 16	17 15	Maxville		19	12
Innerkip		16	. 11	Melbourne		16	14
Islington		57	46	Merlin		65	54
Ivy		24	8	Merrickville		25	12
Janetville		15	11	Merritton		38	33
Jarvis		26	19	Metcalfe		32	19
Jasper		29	14	Mildmay		42 29	37 19
Jockvale		15	10	Milford		51	39
Kapuskasing		15 11	7	3 6 11		108	93
KarsKearney		25	18	Minden		17	13
Keene		47	37		,	32	25
Keewatin		28	18			22	12
Kenmore		15	12	Moncklands		10	9 12
Killaloe Station		51	36			14 28	16
Killarney		10	, 2	3.5 0 1		20	11
Kilmaurs		19	8	Mount Albert		40	25
Kimberley		17	14	Mount Brydges		65	52
King.		10	9	Mount Dennis		117	94
King George School				Mount Elgin		33	23
(York County)		131	130	Mount Hope		38 41	23 33
Kinmount		15	11	Mount Pleasant Mount Patrick		23	14
Kintail		22	20 22	Mount Patrick		23	14
Kirkfield		33 51	41	Murillo		34	26
Kirkland Lake		30	23	Nakina		11	3
Lanark		37	29	Navan		25	24
Lancaster		27	20	Neustadt		17 64	14 36
Lansdowne		31	17	Newboro'		69	47
Lansing		53	42	New Hamburg		07	

				A			
Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination	Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
Newington		18		St. Helen's		17	15
		29	25	Sandwich		98	89
New Toronto		58	51	Schomberg		31	19
Nicholson		18	18	Schreiber		46 25	44 22
Nipigon		24	12	ScotlandSearchmont		7	3
Nobleton		13	10	Selkirk		48	32
North Augusta		19	14	Severn Bridge		19	12
North Gower		. 16	13	Sharbot Lake		24	12
North Lancaster		38	30	Silver Centre		9	8
North Monaghan		26	15	Sioux Lookout		38	25
North Mountain		15	15	Singhampton Smooth Rock Falls		20	12
Oakwood Odessa		11 22	6 19	Solina		31	5 24
Oil Springs		52	27	Southampton		30	30
Orono		41	31	South Indian		3	3
Oshweken		27	12	South Mountain		18	14
Osgoode Station		17	12	South Porcupine		29	29
Otterville		26	20	South River		33	17 21
Paisley		28 17	28	Spanish		30	21
Palmerston		21	21	Spencerville		32	19
Pefferlaw		8	7	Springfield		27	22
Pelee Island		18	6	Sprucedale		26	17
Pickering		16	15	Stayner		60	32
Plattsville		28	21	Stella		13 29	7 17
Plevna		42	32	G. t		23	16
Port Burwell		7	6	Stony Creek		42	28
Port Carling		39	30	Stouffville		36	28
Port Credit		112	92			25	21
Port Dalhousie		84	76 14	Sturgeon Falls		29 86	21 55
Port McNicoll Port Stanley		14	13	Sturgeon Falls Sudbury (District)		33	23
Portsmouth Peniten'y		10		Sunderland	5	28	15
Powassan		32	21	Sundridge		28	12
Priceville		7	5	Sutton		36	33
Princeton		10		Tamworth		47	32
Queensville		28	18	Tara Tavistock		61 29	45 21
Quibell		51	32	Teeswater		57	44
Ramsayville		11	8	Thamesford		18	14
Randwick		22	12	Thamesville		48	36
Ravenna		15	12	Thedford		23	15
Rawlinson		171	125	Thornbury		60	36
Redditt		21		Thorndale		43 29	35 17
Richmond				Thornloe		32	12
Ridgeway				Tilbury		47	31
Ripley		27	25	Tiverton		24	24
Rockton		25		Tottenham		47	23
Rockwood				Trout Creek		14	11 25
Rodney				Tupperville Uptergrove	7	38 37	25
Rosemont				Utterson		23	
Rosseau				Varna		13	7
Russell		27		Verner		14	
St. David's		21		Vernon		10	
St. George	1	31	29	Verona		44	26

Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination	Other Places—Con.	Number granted certificates on Principal's recommendation	Number taking Departmental Examination	Number passed Departmental Examination
X7: 4 TX		0.4	4.0	**** • •			
Victoria Harbour		24	16	Winchelsea		12	9
Vineland		56		Winona		26	21
Wainfleet		41	34	Wolfe Island		24	14
Warkworth		31	22	Woodbridge		. 58	41
Warren		19	5	Woodville		46	34
Warsaw		38	20	Wooler		33	21
Waubaushene		15	12	Worthington		31	24
Webbwood		17	8	Wroxeter		37	32
Wellandport		10	7			36	23
Wellington		31	29			52	31
West Lorne		53	41	Zephyr		6	2
Westmeath		29	21	Zurich		39	23
Westport		28	21			70	
Wheatley		29	24	Totals	116	13,182	9,691
Whitevale		16	16	200000000000000000000000000000000000000	110	10,102	,,,,,
White River		9	9				
Whitney		13	10	Callagiata Institutos	11 625	7 505	5 292
Wilberforce		16	7	Collegiate Institutes.			
Wilkesport		21	11	High Schools	116		
Williamsburg		19	13	Other Places	110	13,102	9,091
William Burgess					10.016	00.000	00 550
School (York Co.)	1	93	85	Grand Totals, 1926.	12,246	30,398	22,778

APPENDIX R

SUPERANNUATED TEACHERS

(Ryerson Superannuation Scheme)

Summary for Years 1882-1926

Year	Number of Teachers on List	Expenditure for the Year	Gross Contributions to the Fund	Amount Refunded to Teachers or to the Estates of Teachers
1882. 1887. 1892. 1897. 1902. 1907. 1912. 1917. 1922. 1924. 1925. 1926.	422 454 456 424 407 375 297 245 159 134 120	\$ c 51,000 00 58,295 33 63,750 00 62,800 33 64,244 92 63,018 55 †52,696 90 †48,232 00 †55,799 75 †47,578 50 †43,559 00 37,175 00	\$ c. 13,501 08 1,489 00 1,313 50 847 00 1,073 50 766 00 †504 65 †353 60 †4 00 †18 50	\$ c. 3,660 10 3,815 80 786 86 620 27 722 78 764 54 †443 01 †810 92 †73 80 †222 17 †10 00

The annual allowance to each Superannuated Teacher was increased by the Legislature in 1920. Payments are at the rate of \$11 per year of service instead of at \$6 as formerly.

† For fiscal year ending 31st October.

APPENDIX S

ENGLISH-FRENCH MODEL SCHOOLS, 1925-26

Professional Course

School Principal			Attendan	ce	Extra-	Certificates			
	Male	Female	Total	mural	Grade B	Grade C	District		
Sandwich	C. H. Edwards. D. M. Eagle J. M. Kaine John Hartley	2 4 2	39 16 25 22	41 20 27 22	17 3 4	13 15 8 5	21 17 15 14	5 4 6 4	
Totals		8	102	110	24	41	67	19	

APPENDIX T

REPORT OF THE PRINCIPAL OF THE ONTARIO TRAINING COLLEGE FOR TECHNICAL TEACHERS FOR 1926

The work of the Training College has been carried for the year 1926 along the lines set forth in the 1925 report. No important changes have been made in the courses of study or the arrangements for practice teaching.

Qualifications for Admission

Experience has shown that it may become necessary to make a more careful determination of the qualifications of the applicants for admission. The general education of the applicant has been determined by an entrance examination in English and in mathematics. A candidate who could submit evidence of having taken two years of High School work has been exempted from this examination.

Applicants are required to have had satisfactory training and experience in the trade concerned. The statements of the applicant in regard to his training and experience in the trade have been accepted at more or less face value. It has been found that mere statements of the length of time the applicant has worked at the trade do not furnish a sufficient guarantee of his skill and attainments. Efforts to confirm such statements by correspondence with employers, and by examination of testimonials and credentials have not helped very much in determining the validity of the applicant's claims.

As it is most important that teachers of practical subjects in technical schools should be skilled workers, thoroughly proficient in the trade concerned and acquainted with its recent developments, it is necessary that only such persons as have these qualifications should be admitted to the Training College. The method of determining these qualifications heretofore used has not been entirely satisfactory. In future an applicant for admission will be required to show his attainments as a skilled worker in the trade concerned by passing an examination in the fundamental principles, operations, processes and skills of the trade. The examination will be oral and written and will include a performance test.

Domestic Arts Teachers

The problem of furnishing an adequate supply of domestic arts teachers, *i.e.*, teachers of millinery and of dressmaking, has not been satisfactorily solved. Teachers recruited from the trades have not in some cases the general education desirable in a teacher, and in other cases the skill and broad trade training which their years of experience would seem to indicate. On the other hand, teachers recruited from the teaching profession, more particularly from among the domestic science teachers, who take short intensive courses in domestic arts, have not the speed and all-round skill which the trade demands and which the teacher in a technical school should have if she is to hold the respect of her students and of her fellow-workers in the trade. It was expected that domestic science teachers who took the special summer courses in millinery or in dressmaking would obtain a certain amount of trade experience and so qualify for a

certificate to teach these subjects. It appears, however, that they take these special courses primarily as improvement courses for domestic science teaching.

It is proposed as a possible solution of the problem to offer a one year's course in practical work in domestic arts similar to that now given in domestic science in the College of Education. The course would be open to certificated teachers holding at least a Second Class Certificate.

In some of the smaller technical schools the need for a millinery or a dress-making teacher is not sufficiently great to justify the employment of a full-time teacher. Teachers legally qualified to teach academic work who hold also a certificate in domestic art would find ready employment in the smaller schools.

Extension Teacher-training Classes

As pointed out in the 1925 report, the Training College carries on not only classes for the training of day school teachers, but carries on also extension teacher-training classes for the instruction of evening class teachers. The majority of such teachers are employed in the day time and cannot be expected to give up their regular employment to take a course at the Training College. For their benefit, short, intensive courses in the methods of teaching are conducted by the staff of the Training College at convenient centres.

Extension classes were conducted in London and Guelph during the months of January, February and March, and in Kitchener during October, November and December, 1926. Evening class teachers from St. Thomas attended the

London class.

While the courses were planned and conducted for the benefit of evening class teachers without any professional training in the methods of teaching, a number of certificated teachers in the vocational schools availed themselves of

the opportunity to take a refresher course.

In London, sixteen teachers without professional training formed the nucleus of the class. The lowest attendance was twenty-one; the highest, thirty-one; and the average, twenty-five. In Guelph, there were twenty persons without professional training. The lowest attendance was sixteen, the highest, thirty; and the average, twenty-one. In Kitchener, the attendance was remarkably

good, averaging twelve out of a possible thirteen.

One evening each week the whole group met together for instruction in the mechanics of teaching, under such topics as kinds of lesson, steps in presentation, questioning, use of blackboard, class organization, making of lesson plans, trade analysis and methods of organizing a course of study. Practice teaching was done by the teachers-in-training, and written criticisms made by members of the class. On other evenings the members of the Training College staff met with the teachers in their classes to give advice and help. On convenient occasions during the day-time, they met with individual teachers to discuss lesson plans, organization of subject matter.

In London, where certain members of the staff have been assigned to the work of vocational guidance, several periods were given to a discussion with

these teachers of the principles and methods of vocational guidance.

Manual Training Courses

Summer courses for the Elementary Certificate in Manual Training have been carried on for some time as an independent activity. These courses have been placed under the management and control of the Training College.

For some years no provision was made for a course leading to the Ordinary Certificate in Manual Training. In the summer of 1925, arrangements were made for offering such a course in the Training College. The arrangements provide for a course of one year in practical shop work and practice teaching in manual training. The course is open to (a) holders of Second Class Professional Certificates who can give some evidence of skill in the use of the common woodworking tools; and (b) skilled mechanics. The first session of the course opened in September, 1925, with a class of four students with Second Class certificates. The class beginning in September, 1926, has an enrolment of six.

In 1926 the requirements for a Specialist Certificate in Manual Training were changed. Under the new provisions, teachers holding Permanent Ordinary Manual Training Certificates may obtain Specialist standing by two summer courses at the Ontario Training College. Each summer course is of five weeks duration, of eight hours a day, totalling 400 clock hours of practical shop work. The courses cover advanced work in wood-finishing, applied design, woodturning, cabinet-making and art metal work. The first session was given in the summer of 1926 with an enrolment of twenty-three.

Enrolment

The enrolment in the Training College courses for 1926 was as follows:

RESIDENT COURSES

	Men	Women	Total
Spring Session	25	8	33
Summer Session	94	89	183
Autumn Session	10	1	11
Total	129	98	227
Extension Co	URSES		
			C4
Winter Session			61
Autumn Session			13
Total			74

F. P. GAVIN,

Principal.

Hamilton, February 15th, 1927.

APPENDIX U

ONTARIO SCHOOL FOR THE BLIND

ANNUAL REPORT OF THE SUPERINTENDENT

Attendance

The average attendance for the session which ended June, 1926, was 138. School opened in September, 1925, with 135 in attendance. Before the end of the school term in June, 1926, seven new pupils entered, making a total attendance of 142, of whom eighty-five were boys and fifty-seven girls. The number of pupils registered for the twelve months of the official year, from October 31st, 1925, to the same date in 1926 was 154, just three less than in the preceding year. The total registration at the opening of the school in September, 1926, was 120.

At the opening of the school in September, 1926, twenty-seven pupils had not returned, of whom twenty-three were boys and four girls. Of these, ten graduated; five had too much sight and returned to public school; three were physically unfit; two remained home to work; two remained out on account of temporary ill health, and five did not return from the west on account of the indifference of their parents.

Staff

The only change in the staff during the present year was owing to the death of Miss Cooper, who had filled the position of Household Science Teacher for a period of nineteen years. Her death at the school in May, after a very brief illness, was deeply regretted, as her years of faithful unselfish service had endeared her to the pupils and teachers. The position has been filled by the appointment of Miss Jean Clark, of Ottawa, a graduate of the MacDonald Institute at Guelph, and of the Normal School, Ottawa.

Concerts

One of the features of the concerts held during the year that has attracted much attention was the ease and grace with which the pupils took part in plays. The seniors presented a comedy translated from the German, and if there was any doubt in the minds of the visitors about the blind taking their places on the stage and playing well the parts allotted to them it was dispelled by the successful presentation of this comedy. The work of the boys in gymnastics was a variation in the programme which showed something of the variety of training received by our pupils.

Gymnasium

It is a pleasure to be able to report a marked improvement in the boys and girls as a result of their physical training in the gymnasium. The Physical Director has given for the past few years a well defined course of instruction to the boys which has had such beneficial results that the girls of the school have also been placed under his charge. The necessary gymnasium outfits have been provided and the girls are entering into the competitive exercises of their new course with considerable interest and enthusiasm.

Improvements in Main Building

Battleship linoleum was laid in all the main corridors during the summer vacation with a resulting improvement in appearance and a considerable deadening in the sounds which were so clearly heard owing to the wooden floors.

The girls' washroom and lavatories were completely overhauled and provision made also for teachers and maids on the second floor. Many of the sitting rooms, class rooms and hall-ways were decorated to conform with the work begun in the previous year, and the completed work is very attractive. Suitable furniture was added to the boys' and girls' club rooms and additional facilities provided for games of different kinds.

Pipe Organ

The organ, which has given good service for a number of years, has been overhauled and put in excellent condition. It was decided that the pitch should be changed from concert to international, so that it may be at all times in tune with our pianos. The work was done according to specifications submitted by Dr. Ham and the completed work is to be inspected and approved by him.

Distinguished Visitors

A résumé of the newspapers every morning keeps our pupils in close touch with public affairs, and they gave, during the term, an enthusiastic welcome to an interesting and interested visitor in the person of Rt. Hon. Arthur Meighen, late Premier of Canada. Mr. Meighen visited every department of the school and evinced deep interest in all that he saw. His brief address to the pupils was closely followed and keenly appreciated. They were equally elated a few weeks later when the school was honoured by a visit from the present Premier of Ontario, under whose Department of Education the school is administered. His personal interest in their work and welfare and his sympathetic address in the Assembly Hall pleased them more than a little. The Hon. J. S. Martin, of Port Dover, Minister of Agriculture, spent an intimate and friendly evening with the senior choral class, entering with interest and zest into their musical efforts, listening to and contributing to their impromptu programme.

Social Evening

Several very enjoyable social evenings were spent during the past year by the boys and the girls, each inviting and entertaining in their turn, guests from the city. These evenings were spent in games, cards and dancing, the school orchestra supplying the music. One cannot over-estimate the value to these young people of opportunities such as this, for their education should include the privilege of social contact with others, and the refining influences which such contact may bring.

The students are grateful to many organizations in the city for the opportunity of attending concerts of different kinds, for the numerous oratorios and musical entertainments they are permitted to attend.

Pictures

The school is indebted to the Imperial Order of the Daughters of the Empire in co-operation with the Department of Education, for a series of beautiful framed pictures, seventeen in number. These pictures adorn the walls of the corridors and main sitting rooms and add much to their attractiveness.

Convention in Nashville

The twenty-eighth Biennial Convention of the American Association of Instructors of the Blind was held this year in Nashville, Tennessee, from Monday evening, June 21st to June 25th.

The delegates present represented residential schools for the blind in the United States and Canada, the public school classes, and libraries maintaining departments for the blind. In addition, Japan and Spain were represented by visitors.

The subjects discussed at this convention covered a wide range, dealing the first day with "Vocational Direction," "Summer Schools in connection with our Regular Schools for the Blind," and "Training Pupils in Habits of Industry." Much attention was given to the subject of Music, the papers being "Incentives to better accomplishments in Music among the Blind," and "How can the vocational value of Music be increased?" A demonstration clinic in Binet tests was conducted by Dr. Hayes of Mount Holyoke College, illustrating the methods to be followed by teachers in their classes. Interesting talks were given on games suitable for the blind and the development of play initiative. Methods of developing the imagination of blind children were presented with much interesting discussion, and the question of whether blind pupils should be encouraged to go to college was the theme of one most interesting paper. Sidelights were given on English schools for the blind and upon the education of the blind in Japan.

A survey was given by Edward E. Allen, of the Perkins Institute, of the

work for the blind in the United States from its beginning until now.

The afternoon of Thursday was devoted to an excursion to the Hermitage, home of President Andrew Johnson, and to other points of interest in and about Nashville. In the evening two papers which attracted much interest were "The Ideal Superintendent of a School for the Blind from the standpoint of Teachers and Pupils," and "The Ideal Teacher from the standpoint of the Superintendent."

Little idea can be gained from such a brief account of the convention proceedings, but the papers and discussions which followed were all worth while. The proceedings have been printed and distributed to the different schools for reference, and teachers interested in the education of the blind will find embodied in them a very useful contribution to the literature of this particular field of special education.

Scholarships

Certain pupils in the school have shown remarkable talent for music, and Dr. Ham, who is the inspector of musical instruction, has felt strongly that the generous work of the Government should be supplemented by the establishment of scholarships to benefit specially gifted students and to give them the opportunity of studying with some of our eminent Canadian teachers, and with this object in view he has used his influence in securing scholarships at the Toronto Conservatory of Music.

One of these pupils, named Stanley Macbeth, of Toronto, has attracted a great deal of attention, and interviewers from Toronto newspapers and elsewhere have paid tribute to his genius. He has an instinctive musical gift of a most extraordinary nature, and while he does not know the first thing about the basic principles of harmony, form, or structure, he instinctively obeys all of these laws. He is an undoubted genius whose most remarkable gift is in his power of improvisation. Stanley Macbeth leaves after the Christmas vacation

to take up violin study with Dr. Luigi Von Kunits at the Conservatory of Music.

The other of the scholarships has been presented by St. Dunstan's Chapter, I.O.D.E, of Toronto, and has been awarded to Miss Kathryn Sells, of London, who will go to Toronto for one year to continue her study of the piano at the Conservatory.

Field Day Sports

The annual Field Day Sports were held in May and as usual attracted an interested group of spectators. The zest with which the blind boys and girls entered upon the various contests requiring strength and speed is quite remarkable, and the results compare most favourably with similar competitive contests in schools for the seeing. When the pupils have been shut in for the greater part of the school year in a gymnasium with apparatus work and drills, it is a rare treat for them to get out in the open in the athletic field and to participate in the different events. The running races are made possible by means of parallel wires along which run rings attached to ropes held in the runners' hands. The pupils can thus run confidently without fear of getting off the track.

Brantford, December, 1926.

W. B. RACE,
Superintendent.

PHYSICIAN'S REPORT

I beg to forward my report for the year ending October 31st, 1926, as physician to the School for the Blind.

The year in our hospital was rather a strenuous one, and involved taking

care of more serious cases than usual.

I regret to report the death of Miss Cooper, a much loved and highly respected officer of some years standing. She passed on May 29th, 1926.

The list of cases is as follows:

Pneumonia	8 cases
Appendectomy	1 case
Erysipelas. Masteid.	1 case
Masteid	1 case
Middle ear infection	
Influenza	94 cases

I am glad to report that the year was free from other contagious diseases. The hospital has been efficiently supervised by Miss Wright, R.N.

Respectfully submitted,
J. A. MARQUIS.

Brantford, December, 1926.

DENTIST'S REPORT

I have the honour to submit the following report for the year ending October 31st, 1926:

During the term an examination has been made of all the pupils. Eighteen boys and sixteen girls required no attention. One hundred and twenty-five

fillings were inserted for the boys and seventy-five for the girls. Fifty teeth were extracted—mostly deciduous ones.

During the eight years I have had charge of the dental work of the school every operation that I wished to do has been completed with no trouble. Needless to say this has given me great satisfaction, and I fully realize it could not have been accomplished but for the fine spirit among the pupils and the sympathetic co-operation of those in charge.

Respectfully submitted,

Brantford, December 18th, 1926.

I. R. WILL.

OCULIST'S REPORT

I have the honour to report the results of the examination of the pupils' eyes for the year 1926:

Condition of Sight

	Male	Female	Total
1. Without perception of sight in either eye	1	1	2
2. Perception of light in one, none in the other		1	1
3. Perception of light in both eyes	1		1
4. Limited objective vision in one eye		2	, 2
5. Limited objective vision in both eyes	3	3	. 6
	_	-	
	5	7	12

This table refers to the sight of the new pupils just entering the school and examined for the first time. With the exception of one, the sight of all is very bad; two are in total darkness, and two others can only distinguish light from darkness, while the rest have sight enough to go about freely. The one exception referred to has sight enough that, with some difficulty, he might continue to get his education at public school, but because of the nature of the disease in his eyes it would be highly inadvisable.

The degree of sight possessed by a pupil is not the only consideration when passing on the eligibility of a pupil for admission to the school, but as far as possible we must look into the future, and if we find a child with sight already considerably reduced from a disease which observation and statistics teach us is likely to progress to approximately total blindness, we consider that child should have the advantages of the special methods of teaching followed at the school as early in life as possible.

On the other hand, it is sometimes necessary to point out to parents the inadvisability of placing their child in a School for the Blind even though his sight may be sufficiently reduced to make it difficult for him to obtain his education at a public school. It is obvious that all entering the School for the Blind must be taught by the same methods; and a graduate is looked upon as a blind person, and it probably handicaps him later in life in obtaining employment, in competition with a person with equally poor sight but not regarded as a blind person.

And this makes it evident why all sufficiently large centres of population should have so-called sight-saving classes where some special facilities and special attention may be given these children who can see the black-board with difficulty even from the front seats in the ordinary public schools.

To return to the consideration of the pupil with more sight than the rest of this class. He has a congenital condition, found also in other members of the family, which is almost sure, in a few years, to produce total blindness, and

medical science, as yet, cannot check it. One other pupil with a similar condition in the eyes who was examined twice in less than a year illustrated what we may expect in the above case. This child on first examination could count fingers with the right eye at a distance of twenty feet, left eye three feet. On second examination in less than a year this was reduced to right eye, seven feet; left eye, the ability to distinguish light from darkness.

Hence, knowledge, experience, and good judgment are necessary in passing

on the eligibility of a pupil to the School.

Diseases Causing Blindnes	S	
	ale Female	- Total
Congenital cataract	1 3	4
Optic Atrophy	2 1	3
Retinitis Pigmentosa	2	2
Ophthalmia Neonatorum	1	1
Myopia	. 1	1
Undetermined	1	1
		_
	5 7	12

Congenital cataract is the cause of blindness in one-third of this year's class. Some of these cataracts have been operated on in an effort to improve sight but proved of no benefit, while the rest show that operation would be hopeless because, as is so often found in these cases, the cataract is only a part of the trouble, the real cause of blindness being deeper in the eye behind the cataract and not amenable to treatment.

The cause of the blindness in two of the pupils, while not classed as such, is probably primarily due to congenital syphilis.

We are pleased to find only one blind from Ophthalmia Neonatorum.

The one referred to as undetermined is actually blind because of a peculiar opacity of the corneal, giving the appearance of "ground glass," and opaque lenses, from the history probably not congenital. Also from the fact that the eyes are totally blind there must be disease of the deeper parts which cannot be seen. And yet from the history and the present appearance it is not possible to say what disease was the original cause.

A good clinical history accompanying the application form is of great value when sending these children to the school, as it enables more intelligent watching of the eyes while here, as well as making more accurate diagnosis of conditions

possible.

It is remarkable that this year there are no "accident" cases. This term covers loss of sight from penetrating wounds of the eye, injuries to the head, firearms, fire-works, explosions, and all the multiplicity of occurrences contributing so much to blindness that might be prevented by the exercise of reasonable care. In fact, all but the one blind from Ophthalmia Neonatorum and the two probably originating from congenital syphilis are due to diseases over which with our present knowledge there seems to be but little control.

A number of the pupils who had been examined on previous occasions were re-examined and their present condition compared with that previously recorded. The usual variations were found, but none remarkable. Some suggestions were made for their improvement in accordance with their increasing years and experience.

A few acute conditions of the eyes required attention during the term, but

none of a very prolonged or serious nature.

Respectfully submitted,

REPORT ON MUSICAL INSTRUCTION

I have the honour to submit herewith my report on the musical work accomplished by the students of the Ontario School for the Blind, Brantford, for the academic year 1925-1926.

The examinations in practical knowledge were conducted on June 7th and 8th, and the theoretical work on June 9th.

The practical subjects included are as follows: Piano, Organ, Violin, Singing, Piano and Harmonium tuning.

The theoretical examination included Elementary and Primary Rudiments, Junior Harmony, Counterpoint and History and Intermediate Counterpoint.

Piano.—The piano playing, especially in the earlier grades was very good, and full of promise. In a few cases, however, the touch and technique were not entirely satisfactory. I suggest that more attention should be given to these important points. The Musical Director, Mr. Lord, Miss Smyth and Miss Howell are to be complimented on the general efficiency of this part of the work.

The results of the various classes are:-

Introductory—Four passed with 1st Class Honours; two with 2nd Class Honours; two passed.

Elementary Class—One gained 1st Class Honours; and three Second Class' Honours.

In the higher Primary Division three gained 2nd Class Honours; three passed; one failed.

In the lower Primary, one received 2nd Class Honours; and four passed.

Junior (Higher)—One gained 1st Class Honours and two passed.

Junior (Lower)—Two passed and one failed.

Intermediate Class.—One gained 1st Class Honours; one passed, two failed. Three advanced students in the Progressive Stage performed most satisfactorily. Their rendering of several classical works displayed considerable interpretive power.

Violin—There is a decided forward movement in the violin playing as compared with previous years. The bowing, tone and technique were good. Mrs. Lord is responsible for this class, and her work as a teacher is excellent.

The results were as follows:-

Elementary "School" Examination—One passed.

Junior "School" Examination—One gained honours, and one passed.

In Organ-playing the one candidate played with authority and distinction;

with systematic study he should become a first rate performer.

The School Choral Class under the direction of the able Musical Director, Mr. Lord, performed several numbers with good effect. The shading, tone quality and enunciation of the senior class was especially good in Part Songs by Elgar and Boughton. The Juniors sang their well chosen little two Part Songs with sweetness and with evident enjoyment.

At the Morning Prayer Service, conducted by the Principal, Mr. Race, the

singing of the National Anthem and the Hymn was most effective.

Piano and Harmonium Tuning-This department continues to flourish under the tuition of Mr. Ansell. Some of the students are not only first class tuners, but are able to do minor repairs in a business-like efficient manner.

All the pianos of the school used for lessons and practice are tuned, regulated and repaired by this department.

The following are the results in the Theory of Music:—

Elementary-Four with 1st Class Honours and three with 2nd Class Honours.

Primary—Two with 1st Class Honours, one with 2nd Class Honours, three passed, one failed.

Junior—One with 1st Class Honours, five with 2nd Class Honours, six passed, two failed.

Intermediate Counterpoint—Two with 2nd Class Honours, one passed, one failed.

A carefully graded course of study in Musical History and "Musical Form" would be of great advantage to the pupils in the more advanced classes.

In conclusion I would like to offer my hearty congratulations to the Principal and to all the Music Staff on the really excellent work done during the past and academic year.

Respectfully submitted,

(Sgd.) ALBERT HAM,

Mus. Doc., F.R.C.O.

LITERARY EXAMINER'S REPORT

I inspected the literary work of the Ontario School for the Blind on June 3rd, 9th and 10th, and beg to report as follows:—

The staff is as follows:-

Mr. Cole... Fifth and Fourth classes.

Miss Burns. Fifth and Fourth classes.

Mr. Langan. Senior and Junior Third.

Miss Moffit. Junior Third and Second.

Miss Maguire. Junior Second and First.

Miss Draper. First and Primary.

Miss Paterson. Kindergarten-Primary.

Mr. Donkin. Manual Training.

Mrs. Strowger. Knitting.

The Household Science department was without a teacher, owing to the rather sudden death of Miss Cooper, who for many years did efficient work in

this department.

The course of study coincides very closely with that laid down by the Department of Education for Public Schools. The organization of the school has been greatly improved since my last visit. The classes line up and move from room to room, in a very systematic and orderly manner. I note also, that more attention is being given to supplementary reading and to current events. I feel that the staff should be congratulated upon the wide range of reading that the pupils have done.

Mr. Cole's class:-

I found these pupils very efficient in arithmetic, and to have a very comprehensive knowledge of geography. Their appreciation of literature was good. They delight in this work. The class has done a good deal of formal grammar and understand sentence construction well.

These pupils have covered a rather extensive course in physics, and have

an intelligent comprehension of this subject.

Miss Burns' class:-

The pupils of this class, I found to spell well, and to read with considerable expression. The class had made some progress in French, and were familiar with leading events of British and Canadian History. The subject of history interests these pupils very much, and they have a good knowledge of current events. I was rather disappointed with the progress in algebra and geometry. The class had a very limited knowledge of algebra, and practically no knowledge of geometry.

Mr. Langan's class:-

There are a few pupils in this class, who have recently come to the school, and as a result, are somewhat behind those that have been in attendance all year. I found Mr. Langan interested in his work, and, with the exception noted above, his class to have made very satisfactory progress in arithmetic, reading, literature, spelling, grammar, composition, history and geography. The pupils in this class, as well as those in the others, are being taught to do more thinking and less memory work.

Miss Moffit's class:-

Miss Moffit is doing careful and effective teaching to which the pupils respond eagerly. I found the pupils in this class to have covered the work laid down in the course of study in arithmetic, literature, reading, spelling, writing, history, geography and composition. I was particularly pleased with the progress made in literature and composition.

Miss Maguire's class:-

This is a bright interesting class, and has made definite progress in arithmetic, spelling, reading, writing, composition, geography and history. I am well satisfied with the advancement in this class. It is such as to indicate that the teaching is well done.

Miss Draper's class:—

I found Miss Draper very much interested in her work, and the pupils making definite progress. She succeeds in keeping the pupils interested in their work.

Miss Paterson's class:-

This is the junior class in the school, and the pupils are of various ages, and have entered at different times. These conditions necessitate a lot of individual teaching. Miss Paterson is interested in the work, and securing good results.

Notes.

- 1. I found Mr. Donkin's boys doing considerable work of a practical nature. The willow work has been largely discontinued, it being replaced by reed and fibre work. During my visit, a very fine display of work, done by the boys, was being offered for sale.
- 2. I was particularly pleased with the improved physique of the boys, secured by Captain Clegg, in the physical department. If I might offer a sug-

gestion, it would be that the girls receive a physical training, similar to that given to the boys.

- 3. The organization and discipline of the school continues to improve.
- 4. Mention should be made of the amount of supplementary reading done by the pupils, and of the interest that the teachers take, in reading to the pupils, and keeping them informed on current events.
 - 5. Pupils are doing more thinking, and less memory work.

E. E. C. KILMER,
Literary Examiner.

Brantford, June 12th, 1926.

I.-Attendance Since the Opening of the School

A., 1	c	6 1.1	20.1 C	4070	Male	Female	Total
Attendance	ior portion (or year ended	30th Septemb	ber, 1872	20	14	34:
"	66	66	66	1873	44	24	68
66	66	66	66	1877	76	72	148
66	66	"	66	1882	94	73	167
66	66	66	66	1887	93	62	155
"	66	66	66	1892	85	70-	155
"	66	66	66	1897	76	73	149
66	66	"	66	1902	68	70	138
66	66	. 66	. 66	1907	72	72	144
66	66	66	66	1912	69	55	124
66	66	"		1917	74	53	127
66	66	"	66	1922	96	59	155
"	a	. "	66	1923	109	64	173
66	66	66	66	1924	99	62	161
66	66	66	66	1925	98	57	155
66	66	66	66	1926	91	63	154

II.—Ages of Pupils for the year ended 31st October, 1926

Years	Number	Years	Number	Years	Number
Seven	1		13		
Eight	5	Fifteen			
Nine	8	Sixteen	13	Twenty-three	e 1
Ten	6	Seventeen		Twenty-four.	
Eleven	10	Eighteen	12		
Twelve	20	Nineteen		Total.	154
Thirteen	14	Twenty	10		

III.—Nationality

Nun	ıber	Numl	ber	Number
Austrian	3 78	Irish	4 3	Ruthenian 5 Scotch 10 Ukranian 2 Welsh 1
EnglishFrench	26 5	Norwegian	1 3	Total

IV.—Denomination of Parents

Numb	er	Num	ber	Number
Baptist	2		4	Salvation Army 2 United Church 72 Total 154

V.—Occupation of Parents

Numl	ber	Num	ber	Number
Agent	1	Farmer	36	Painter 1
Architect	1	Foreman	2	Paper Maker 1
Blacksmith	1	Gardener	1	Pedlar 1
Bookkeeper	3	Grocer	1 .	Printer
Cabinet maker	1	Hunter	1	Railway Employee 11
Carpenter	2	Insurance	1	Salesman 1
Civil Servant	1	Iron Worker	1	Sawyer 1
Cheese Maker	1	Janitor	1	Shoemaker 3
Clerk	3	Jeweller	1	Soldier 2
Coal Dealer	1	Labourer	26	Stone Cutter 1
Conductor	1	Machinist	5 -	Stove Manufacturer 1
Coppersmith	1	Mechanic	3	Tuner 4
Dairyman	1	Merchant	2	Unknown 12
Dentist	2	Miller	2	Veneer Cutter 1
Drayman	3	Millwright	1	Wireless Operator 1
Driver	1	Musician	1	
Engineer	2	Packer	1	Total 154

VI.—Cities and Counties from which Pupils were received during the official year ended 31st October, 1926

City or County	Male	Female	Total	City or County	Male	Female	Total
District of Algoma City of Brantford. County of Bruce. County of Carleton. County of Essex County of Frontenac. County of Haldimand. County of Halton City of Hamilton County of Hastings. City of Kingston. County of Leeds. County of Lincoln City of London County of Middlesex District of Muskoka District of Nipissing.	1 2 3 2 1 3 1 2 3 2 1	1 1 1 6 1 2 3 1 1 1	1 1 2 2 3 1 1 2 1 1 9 2 2 5 5 5 2 2 1	City of Ottawa County of Oxford County of Peel County of Perth County of Petrboro County of Renfrew County of Simcoe County of Stormont District of Timiskaming City of Toronto County of Waterloo County of Welland County of Wellington County of Wentworth County of York Province of Alberta Province of Manitoba Province of Saskatchewan	1	1 2 · · · · · · · · · · · · · · · · · ·	2 4 1 1 2 3 4 2 1 18 2 2 2 2 2 2 3 10 10 18 10 10 10 10 10 10 10 10 10 10 10 10 10
County of Northumberland County of Ontario	i	1	2	Totals	91	63	154

VII.—Cities and Counties from which Pupils were received from the Opening of the School until 31st October, 1926

City or County	Male	Female	Total	City or County	Male	Female	Total
County of Addington District of Algoma County of Brant City of Brantford City of Belleville County of Bruce County of Dufferin County of Dundas County of Durham County of Elgin County of Elgin County of Frontenac County of Glengarry County of Grenville County of Grenville County of Grey City of Guelph County of Haldimand County of Halton City of Hamilton	1 13 12 22 4 14 4 2 3 4 4 9 24 5 8 3 17 4 9 2 7 3 6	1 6 8 19 4 13 2 1 3 3 4 6 6 22 8 2 2 12 5 5 5 4 39	20 41 8 27 6 3 6 8 15 46 13 10 5 29 9 14 2 21 11 75	County of Ontario City of Ottawa County of Oxford. District of Parry Sound. County of Peel. County of Perth. County of Perth. County of Prince Edward. County of Prescott. County of Russell. District of Rainy River. City of St. Catharines. City of St. Thomas. City of Sarnia. City of Stratford. County of Stormont. City of Toronto. District of Thunder Bay. District of Thunder Bay. District of Timiskaming.	14 30 13 3 7 8 15 7 2 18 6 1 3 4 5 123 1 3	17 7 20 2 14 13 2 2 2 8 4 1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	31 37 33 33 3 9 22 28 4 26 10 2 5 6 6 1 1 4 38 12 205 1 5
County of Hastings.	7 16	7 13	14 29 18	County of Waterloo	9 13 13	10 12	11 23 25
City of Kingston. County of Kent. County of Lambton. County of Leeds. County of Lanark.	14 11 20 30 4	4 8 9 9 4	19 29 39 8	County of Welland County of Wellington County of Wentworth City of Windsor County of York	14 17 3 24	10 11 3 23	24 28 . 6 47
County of Lennox. County of Lincoln. City of London	4 9 18	1 10 13	5 19 31	Province of Quebec Province of Alberta Province of British	5 45	19	64
County of Middlesex	15 7 11	16 4 10 1 9	31 11 21 1 24	Columbia Province of Manitoba Province of Saskatchewan. United States	11 69 69 1	39 38 1	15 108 107 2
District of Nipissing County of Northumberland	15	12	22	Totals	975	679	1,654

VIII.—Cities and Counties from which Pupils were received who were in Residence on 31st October, 1926

City or County	Male	Female	Total	City or County	Male	Female	Total
District of Algoma City of Belleville. City of Brantford. County of Bruce. County of Carleton. County of Frontenac. County of Frontenac. County of Haldimand. County of Halton City of Hamilton City of Kingston. County of Leeds. County of Lincoln. City of London. County of Middlesex. District of Muskoka District of Nipissing.	1 1 2 1 1 2 2 1 2 2 1 1 1	1 1 1 6 2 3 1	1 1 1 1 2 1 1 1 1 8 1 4 5 2 1 1	City of Ottawa County of Oxford County of Peel County of Perth County of Petrh County of Renfrew County of Simcoe County of Stormont City of Toronto County of Waterloo County of Welland County of Wellington County of Wentworth County of York City of Windsor Province of Alberta Province of Saskatchewan	2 1 2 3 7	1 2 · · · · · · · · · · · · · · · · · ·	1 4 1 1 1 2 4 2 14 1 2 1 2 2 1 2 2 1 2 2 2 1 2 2 2 2
County of Northumberland County of Ontario		1	1	Totals	64	56	120

Maintenance Expenditure for the year ending October 31st, 1926, as compared with the previous year

Maintenance for year ending October 31st, 1925	\$82,230 42 89,187 04
Expenditure for year ending October 31st, 1926	\$89,187 04 18,686 71
Actual cost of Maintenance	\$70,500 33
Average attendance year ending October 31st, 1925	131
Average per capita cost per year ending October 31st, 1925	\$498 73
Average attendance year ending October 31st, 1926	138
Average per capita cost per year ending October 31st, 1926	\$510 87

G. H. RYERSON,

Bursar.

APPENDIX V

ONTARIO SCHOOL FOR THE DEAF

ANNUAL REPORT OF THE SUPERINTENDENT

The Attendance

The average attendance of the Ontario School for the Deaf for the session of 1925-26 was 288, an increase of two over that of the previous session. The average attendance in the session 1905-6 was 214. This shows an increase in twenty years of seventy-four, or a little more than 33 per cent. If this represented an increase in deafness in the Province, it would be somewhat alarming, but vital statistics do not show any such increment. The increased attendance is largely due to a better realization, on the part of the parents of deaf children, of the necessity and importance of having them educated, and a greater appreciation of the facilities provided by the Department for the liberal education and industrial training of these afflicted children. Added to this is the greater interest being taken in the welfare of defective children by social service organizations, and the assistance given by them in inducing indifferent parents to send their children to school. The officers of the Children's Aid Societies, and the Provincial Nurses, have been of great assistance to us in this respect. All of these considerations and inducements, together with various methods we ourselves employ to discover and get into touch with all those with defective hearing of school age, have resulted in bringing into school practically all the deaf children of the Province who are capable of being educated, thus ensuring that the School shall fulfil to the utmost the purpose for which it was established and is so liberally maintained.

Health of the Pupils

As usual the health of the pupils, with the exception of a few who contracted contagious diseases, was exceedingly good. These cases were all of a mild character and the most serious consequences of these outbreaks is the loss of time from the regular classroom work, due to the necessity of strict quarantine. Every effort possible is made to keep the school free from these diseases, but with pupils coming from all parts of the Province and all kinds of homes, with numerous parcels of clothing coming from these homes, and with the many visitors, including parents and other friends of the pupils from all parts of Ontario, it is impossible to prevent occasional outbreaks of contagious disease. The members of the staff are always on the alert for any suspicious symptoms, and this, together with early diagnosis and strict quarantine, usually suffice to limit the outbreak to a small proportion of the pupils. In view of the large number of children in residence, we can thankfully congratulate ourselves on the rarity and quick suppression of all such outbreaks, and on our general immunity from serious cases of illness.

The Work of the Session

The training and education of our pupils is, of course, the sole purpose of this school, and the character and quality of the work in the classrooms and shops is the standard by which the record of the session is to be judged. In

this paramount regard the term was a very satisfactory one in practically every respect, though of course there are always degrees of excellence and proficiency. Perhaps the most noteworthy feature was the very gratifying success of two of the pupils in the High School Entrance Examinations. Both boys formerly attended public schools, but had become totally deaf. In most subjects their standing was not higher than the junior third grade when they entered the school in the fall of 1924, and in June, 1926, they passed the test, taking 91 and 84 per cent. respectively, the former being very near the head of the list of candidates in this Inspectorate. So excellent were their papers that the Inspector and Chairman of the Examining Board, H. J. Clarke, B.A., asked to be allowed to retain their papers to show as models of neatness, accuracy and proficiency. Mr. Clarke, who is also our official examiner, expresses his estimate of these boys' work in his report, appended hereto. One of these boys is now attending the Toronto Technical School, where he is making very satisfactory progress. Of course such results as these were not secured except by hard and earnest efforts on the part of their teachers, who remained after regular school hours every day for several months prior to the examination, to give them special instruction. In addition to this, they were given a thorough course in lip-reading by a lady teacher, who devoted to this task an hour after school three days a week for the whole of the previous session. I mention these instances of extra after-hour work, not as being exceptional cases, but as typical of the spirit of the school as a whole. The officers, teachers and other members of the staff, except in rare instances, do not confine themselves to their obligatory duties, but voluntarily spend a great amount of extra time and labour, and even expense, to advance the welfare of our pupils and provide them not only with the best possible education and training, and sympathetic care and attention, but also with all kinds of amusements and good times generally. No child could be better looked after in its own home, and few as well, as every child is here, no pains or trouble being spared to promote their physical, mental and moral well being. Not many parents realize the intense interest and self-sacrificing devotion of the members of the staff, and all parents should greatly appreciate all that is being done for their children here, and should give us every possible co-operation and encouragement in our work. It would perhaps not be too much to say that more is being done for the pupils here and at our sister school in Brantford than for any other classes of children in the Province.

There are some parents, I am glad to say, who do seem to realize this, and have expressed in warmest terms their appreciation of what is being done for their children, and extracts from two or three of the many letters received might not be out of place. One parent writes: "Most people like to hear if their efforts are appreciated, therefore, I wish to thank you for your splendid work for the afflicted ones at your Institution. My daughter speaks most highly of the progress of her son, and of his liking for all around him, which simply means that you, Sir, are to be congratulated and I wish you may long be spared to carry on this splendid work, for it must be most gratifying to you and your associates to see such splendid progress being made." Another parent writes: "On the return of my son to school, I should like to take the opportunity of expressing my appreciation for the excellent progress which was made by him during the year which closed in June last. His progress during that period was most marked. We are often prepared to take good things without comment, and to register protest when matters do not go as we think they should. A little encouragement tends to make the task easier, and I am accordingly writing to express my appreciation. If a similar rate of progress is registered during the coming year, I shall be more than pleased." Another writes: "I wish to thank you for the good care my daughter received while at school for the past term. She arrived home in first class physical condition, and so well instructed, in fact far in excess of our expectations." During our Christmas festivities, Dr. McMillen, of Sarnia, speaking at the request and on behalf of the more than one hundred parents present from all parts of the Province, expressed himself as follows, as reported in our school paper, "The Canadian": "On behalf of the parents and other visitors present, he would like to extend heartiest greetings to all, and to express to Dr. Coughlin and his staff their appreciation, not only of what they did to give the pupils a happy Christmas, but of the splendid work they were doing for the education and development of the pupils. He had visited the school on several previous occasions and so was able to see for himself the good work done, and the progress that is being made. All the parents of deaf children owe a great deal to Dr. Coughlin for his able and progressive administration and to his very efficient staff for their excellent work. He could assure Dr. Coughlin that they fully approved of the methods employed here, and were well satisfied with the results obtained, and that he had the full confidence of the parents, and, he was glad to say, of the government also, as well as of the public generally, in his administration."

Our Teacher Training Course

Our Teacher Training Course is fulfilling our most sanguine expectations, and the results so far are very evident in the superior work being done in the classrooms, and this year's new training class gives promise of even better results to come. We have been somewhat unfortunate in that three of our teachers, as soon as they had finished the training course, failed to recognize their moral obligation to remain and give their Province the benefit of the training they had received at the public expense and without cost to themselves, even drawing a generous salary during all the time. They "wanted a change" or "wanted to see the world," so secured positions in other schools, where, we might say, the results of our training course are meeting with hearty commendation. The new regulations relative to teachers in training, made out at the suggestion of the Minister of Education, and now in effect, will have a tendency to prevent, or at least greatly discourage, similar unfair and unpatriotic actions in future.

I might remark that our teacher training course extends over a period of three years for teachers who have charge of classes, and the fact that while they are carrying on their lecture, study and observation work, they are teaching a class under daily expert supervision and direction, and thus are able to apply, or have illustrated in actual classroom work, the technical knowledge they are acquiring, very greatly enhances the value of the course. But a teacher who has no class, but devotes all her time to this work, can cover the whole course in one year. Last year we had two such teachers, one from British Columbia and one from Manitoba, taking this one-year course. One of them is on our staff this year and is doing excellent work; the other was unable to accept my offer of a position and in the following letter expresses her appreciation of the course: "At the present time I do not see that I shall be able to apply for a position for next term in the O.S.D. Chiefly for family reasons, I hope to be able to remain in Manitoba. At the same time, I realize that even a year's practical work under the supervision possible in your school would be most helpful and I regret that I cannot avail myself of the opportunity. Looking at your experiment of the one-year training course from my own standpoint,

it would appear to be a success and I am most thankful that I happened to make inquiries regarding such training last autumn. In extent it seemed to equal similar courses offered in the United States and for which the tuition fees were high. The fact that the training was Canadian is, in itself, an advantage, and I am convinced that in no other training school could greater interest have been taken in our welfare than was evinced by yourself, the supervising teachers, and those who conducted observation lessons for the benefit of Miss Armitage and myself. The efforts of all were appreciated, and especially of Miss Ford and Miss Deannard, who unstintingly gave us the benefit of their time and extensive knowledge. I thank you for a most helpful year."

Visit of Prince Edward Teachers' Institute

On October 15th, by the kind permission of the Minister of Education, and to the great pleasure of our staff, the Prince Edward County teachers, to the number of over ninety, spent one day of their Institute at this School, devoting the whole day to visiting the classrooms and shops and gaining as full an insight as possible into our work. Such visits as these, apart from their propaganda results, are, I think, of real benefit to both the visitors and ourselves, for such contacts and interchange of ideas cannot fail to give an enlarged outlook on the great work in which we are all engaged, and awakening fresh inspiration and renewed enthusiasm in each and every one. This visit was greatly enjoyed by all at the School, and we hope for similar visits from other neighbouring Teachers' Institutes in future. The following letter, which I subsequently received from Mr. F. P. Smith, Public School Inspector for Prince Edward County, gives the impression our School made upon the visitors: "Ever since our Institute visited your school I have been trying to think of words which would express our appreciation of the way we were all used when we were guests of the School for the Deaf. The work which you are doing, in my opinion, cannot be excelled anywhere on this continent. Each child appeared to be happy and content. You are taking children with a handicap which would discourage most of us, and are making of them citizens, not a burden on society, but self-sustaining members of it. We were all particularly impressed by the work of the teachers in the Oral Department. In fact, I would not have believed possible that such results could be obtained. There seemed to be such a close feeling between pupil and teacher that not only were the children given a new outlook upon life, but were sent out with a sympathetic feeling for mankind. Not only were we struck with the intellectual side of the school, but we were equally impressed with the vocational side. We cannot speak too highly of the work of this Department. To all of us it was a revelation of what could be done."

The Expenditure

The expenditure has not changed materially in the last few years, and the per capita cost of maintenance has become stabilized at about \$400 a year, that for this year being \$391.69.

All departments have been conducted as economically as possible consistent with efficiency, and the farm and garden, while not primarily designed for the production of revenue, has to be credited with fairly good financial returns for the year.

The report of the Literary Examiner, H. J. Clarke, B.A., and that of Dr. Boyce, the Attending Physician, are hereto appended.

Before concluding this report I wish to thank you, Sir, and the Deputy Minister, Dr. Colquhoun, for the constant courtesy and assistance given me in the management of the school throughout the year.

C. B. COUGHLIN,
Superintendent.

Belleville, November 1st, 1926.

Officers of the School

C. B. Coughlin, M.DSuperintendent.
J. W. Scandrett Acting Bursar.
W. W. Boyce, M.D
J. Chant, M.D. Oculist and Aurist.
Miss F A Willoughby
Miss E. A. Willoughby Matron.
Miss E. F. MacFarlane Dietitian-Housekeeper.

Teachers

MANUAL—D. R. Coleman, M.A., Teacher Emeritus; Mrs. Sylvia C. Balis, Miss Ada James, Miss Nina Brown.

ORAL—W. J. Campbell, Supervising Teacher, Senior Oral Department; Miss C. Ford' Supervising Teacher, Junior Oral Department; Geo. F. Stewart, E. B. Lally, M. Blanchard' A. Burrell, A. Gordon; Miss E. Deannard, Miss V. Handley, Miss E. Nurse, Miss L. Carroll, Miss B. Rierdon, Miss A. Aitchison, Miss M. Cass, Miss W. Armitage, Mrs. E. Cameron, Miss M. Coulter, Miss P. Van Allen, Miss H. Hill, Miss M. Squier, Miss K. Daly, Miss F. Bell, Miss C. O'Connell, Mrs. A. Wannamaker.

Mrs. L. G. Williams	Teacher of Sewing.
Miss K. Bawden	Clerk and Stenographer.
Miss M. Allison	Trained Nurse.
J. Spanner	Printer and Instructor in Printing.
J. Rutherford	Printer and Instructor in Printing. Carpenter and Instructor in Carpentry.
A. Morrice	Shoemaker and Instructor in Shoemaking.
I. N. Boyd	

Literary Examiner's Report

My inspection occupied three weeks, one week in December and two weeks in the month of March. I visited each class twice with an interval of approximately three months between the visits, which gave me the opportunity of judging from personal knowledge, the progress in the several classes. In almost every case I found that the progress had been such that the work prescribed for the grade in question would be completed by the close of the session in June. In the case of one or two classes, who were behind in the work covered, it was possible to account for the deficiency by the fact that illness had interfered more or less seriously with the attendance.

With one or two exceptions, that we have already discussed, I found the work well done, and the classes proficient in the work covered. As in former years, I found certain classes to be outstanding in their work. It would probably not be wise to particularize as to the classes referred to in this connection, but I may say that it is a great pleasure to be able to report that the number of these superior classes is increasing, and I am looking forward with confidence to the day when the ordinary class will be the exception. After a thorough inspection, backed up by an experience of nineteen years as your official examiner, it is my opinion that taken as a whole you have a strong and well balanced staff of instructors.

This year two of your senior boys successfully passed the test for Junior High School Entrance. The Board of Entrance Examiners, of which I am Secretary, were highly pleased at the excellence of the papers submitted by

these students. Their work was of a very high order and reflects great credit on the School, and particularly on those directly concerned in their preparation. I most heartily congratulate the boys upon their success, and am personally delighted that these students were able to vindicate your opinion of their capabilities.

If I might be permitted to offer a suggestion, I would say that possibly the work prescribed in a grade where the teacher is undergoing training in methods of instructing the deaf, is somewhat too heavy to be properly covered. What I mean is this. This teacher-training takes considerable time, but is absolutely essential, and while the present curriculum which has been drafted after a great deal of careful thought, on the part of yourself and your more experienced teachers, is quite satisfactory where the teacher is trained and therefore supposedly efficient, it is just a question whether or not there is too much where the teacher is being trained. I consider your outline courses to be excellent and quite reasonable with experienced teachers of the deaf, and perhaps I am speaking without sufficient knowledge on this point.

Another idea that has occurred to me refers particularly to the Senior Department, and perhaps it is not workable at all. It is this: You now use the rotary system to a certain extent in the three higher classes, where the teacher takes the subject or subjects that he is specially qualified to take. Would

it be possible to extend this system somewhat to advantage?

In conclusion, I wish to thank you and your staff for the many kindnesses shown me while in the discharge of my official duties. I also wish to say how much I appreciate the absolute frankness of everyone concerned, which made my duties much simpler than they would otherwise have been. There was absolutely no indication that anyone was seeking to hide anything, but on the contrary, I was freely given access to any information that I desired. I appreciate this very much. Wishing you and your staff continued success.

H. J. CLARKE,

Public School Inspector,

South Hastings, Belleville and Trenton.

December 31st, 1926.

Physician's Report

The session was especially eventful, owing to epidemics of scarlet fever and influenza.

Scarlet fever broke out January 25th, 1926, children who had been in contact were subjected to the Dick test for immunity, active cases were entirely quarantined, and to further advance prophylactic measures, all the children of the school received three inoculations of active scarlet fever antitoxin. The results were highly satisfactory, as we had in all but twenty cases, and none severe—one only being complicated with rheumatism.

An epidemic of influenza, beginning in November, lasted until late in December. It was generally of a mild type, the average duration of the case being from three to five days, four cases only being complicated with pneumonia, but all recovered. Besides the abovementioned, we had four cases of appendicitis, one operated on at Belleville General Hospital, all recovered. Four cases of acute pneumonia—a number of injuries generally minor in character, one fracture.

We had about the average number of ear, throat and nose trouble, and these cases require more or less constant attention to keep them in condition for school.

On the aggregate, I am pleased to report, that, with the above exceptions, the general health of the School has been very good. Now, as at all times, it is the infectious diseases that we fear and endeavour to avoid.

Much credit is due our Nurse, Miss Allison, for the thorough and painstaking character of her work and the interest taken in the general welfare of the children.

December 31st, 1926.

W. W. BOYCE, Physician.

Number of Pupils in Attendance each Official Year since the Opening of the School

			PERIOD			Male	Female	Tota
rom	October 27th,	1870, t	o September 3	30th,	1871	64	36	100
66	" 1st,	1871,			1872	97	52	149
66	"	1872,	- 66		1873	130	63	193
66	66	1873,	66		1874	145	76	221
66		1874.	66		1875	155	83	238
66		1875.	66		1876	160	96	256
66		1876.	66		1977			
66					1877	167	104	271
66		1877,	66		1878	166	111	277
		1878,			1879	164	105	269
"		1879,			1880	162	119	281
66	"	1880,			1881	164	132	296
66	66	1881,	"		1882	165	138	303
66		1882,	66 -		1883	158	135	293
66	66	1883.			1884	156	130	286
66	66	1884.	"		1005	168	116	
66	66		66		1885			284
66	"	1885,	"		1886	161	112	273
		1886,			1887	151	113	264
66	"	1887,	66		1888	156	109	265
66	66	1888,	. "		1889	153	121	274
66	66	1889.	66		1890	159	132	291
66	46	1890,	66		1891	166	130	296
66	66	1891.	66		1892	158	127	285
66	66	1892.			1893	162	136	298
66	66		66					
66	66	1893,	66		1894	158	137	295
		1894,			1895	160	135	295
66	66	1895,	66		1896	173	137	310
66	66	1896,	66		1897	164	128	292
66	66	1897.	66		1898	167	138	305
66	66	1898.	66		1899	161	132	293
66	66	1899.	66		1900		130	283
66	66	1900.	66		1901	157	143	300
66	66	,	. "					
66	66	1901,	66		1902	147	141	288
		1902,			1903	140	143	283
46	"	1903,	66		1904	137	134	271
66	66	1904.	66		1905	130	138	268
66	"	1905.	66		1906	116	143	259
66	66	1906,	66		1907	126	145	27
66	"	1907.	66		1908	133	143	270
66	"	1007,	to Ostobou	21a+	1909		151	28:
			to October	Jist,	1010	143	149	292
66	November 1st,		66		1910		143	
	**	1910,			1911			281
66	" .	1911,	66		1912	135	126	261
66	66	1912,	66		1913	139	129	268
66	"	1913.	66		1914	152	144	290
66	66	1914.	66		1915	156	160	310
66	66	1915.	66		1916	158	152	310
66	66		66		1917	145	148	29.
"	66	1916,	66				147	290
66	"	1917,	66		1918	137	140	27
		1918,	66		1919			
66	66	1919,			1920		134	27
66	66	1920,	66		1921	153	147	300
66	66	1921.	66		1922	173	147	320
66	66	1922.	66		1923	183	158	34
66	66	1922,	66		1924	188	158	34
66	66	1923,	66		1925	185	155	340

ONTARIO SCHOOL FOR THE DEAF

Cost per Pupil, School for the Deaf, Years Ending October 31st, 1925 and 1926

Heading of Expenditure	Total expenditure year ending October 31st, 1925	Yearly cost per pupil October 31st, 1925	Weekly cost per pupil, October 31st, 1925	Total expenditure year ending October 31st, 1926	Yearly cost per pupil October 31st, 1926	Weekly cost per pupil, October 31st, 1926
Medical department General groceries Bedding and clothing Fuel, light, power and water Laundry, soap and cleaning Furniture and furnishings Farm expenses Repairs and alterations School supplies, equipment Sewage works, chemicals, etc. Contingencies Salaries and wages Total expenditure Refunded to Provincial Treasurer for perquisites, paying pupils, etc. Net expenditure Account not finally adjusted at the	19,011 27 248 34 21,485 74 2,082 65 2,147 87 300 70 2,441 41 1,973 45 209 50 2,538 35 74,308 54 127,136 15 13,507 09 113,629 06	66 50 87 75 12 7 28 7 51 1 05 8 54 6 90 73 8 77 259 82 444 45	\$ c. 03 1 28 02 1 45 14 14 02 16 13 01 17 4 99 8 54 91	\$ c. 273 44 19,499 84 22 75 25,845 42 819 55 554 68 267 15 1,869 85 391 02 	67 70 07 89 74 2 84 2 00 93 6 50 1 35 	\$ c. 02 1 30 01 2 61 05 04 02 12 03

Average number of pupils, 1924-25, 286. Annual cost per pupil, \$397.22. Weekly cost per pupil, \$7.63. Average number of pupils, 1925-26, 288. Annual cost per pupil, \$391.69. Weekly cost per pupil, \$7.50.

Certified correct,
J. W. SCANDRETT,
Acting Bursar.









